

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of proficient and distinguished students in the area of reading from 58.56% in 2019 to 62.7% in 2020.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. <p>Intentional Focus on Tier I Quality Instructional Cycle ensuring that all students produce products.</p>	Weekly Assessments; Common Assessments; MAP Scores, Dibels Assessments	Ongoing (Recursive) progress monitoring of student data by teachers using daily formative assessments; weekly assessments and common assessments. Teachers will review common assessments monthly and weekly assessments alternating between reading and math. Monthly classroom learning walks by Administration and District Consultants focused on the Quality Instruction cycle and ensuring products from ALL students.	\$1800 for substitute teachers so that teachers can observe Tier I Reading instruction with teachers within our school and outside of school if deemed appropriate for professional growth.
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Develop a progress monitoring system to monitor standards mastery for each student. <p>Implement Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to measure proficiency of grade level standards</p>	Weekly Assessments, Common Assessments	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context.	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention 	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions	MTSS Team- 6 Week Data reviews by teachers, Admin Team, Counselor, Social Worker and Psychologist. Student Support Requests monitored weekly and communication letters	\$0

Goal 1 (State your proficiency goal.):

Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <ul style="list-style-type: none"> • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <p>(MTSS/RTI system to provide regular 6 week checks of All students participating in Tier II and Tier II interventions for reading.)</p>	<p>based on the triangulation of intervention data.</p>	<p>sent to parents for entering and exiting Tier II and Tier III interventions.</p>	
		<ul style="list-style-type: none"> • Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. <p>(Implementation and refinement of SEL Choose Love- School and District Wide Curriculum)</p>	<p>Discipline Referrals, Tier II and Tier III Behavior and Mental Health Data</p>	<p>Weekly monitoring of discipline referrals, suicide risk assessments, attendance and Tier II, Tier III data for students in intervention at Monday Admin Team meeting including Principal, Assistant Principal, Counselor, FRC, School Psychologist and social worker.</p>	<p>\$0</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.) Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the % of proficient and distinguished students in Science from 37.8% in 2019 to 42.6% in 2020.	KCWP: 2 Design and Deploy Standards: Classroom Activities	<ul style="list-style-type: none"> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery <p>(Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level)</p>	Formative Assessment, Science Monthly assessments	Learning Walks- Feedback from Admin Team and Consultants in STEAM Classroom and regular classroom teachers during Science Instruction	\$1500 –most funding coming from District Grant
	KCWP: 3 Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Create formative and summative assessments that are aligned to the standards <p>(Implement Monthly Science Practice Assessments aligned to KPREP)</p>	Science Monthly Practice Assessments aligned to KPREP results by grade level and student	Weekly Formative Assessments, Monthly KPREP Aligned Assessments- analyze by grade level, and use to adjust instruction for individual students.	\$0
	KCWP: 2 Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development 	Science Monthly Assessments	Learning Walks-Feedback from Admin Team and Consultants in regular classroom teacher’s classrooms during science instruction	\$0-District paying for cost of subs

Goal 2 (State your separate academic indicator goal.) Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>and gradual release phases, and arrival at standards mastery.</p> <p>(Teachers from each grade level will participate in District Cohort for Science in order to vertically plan and map the science curriculum)</p>			
Objective 2 Increase the % of proficient and distinguished students in On-Demand Writing from 52.1% in 2019 to 56.9% in 2020.	KCWP: 3 Design and Deliver Assessment Literacy	<p>Monthly On-Demand Writing Scrimmages-Recognize and reward students for Proficient Writing and provide feedback to students to move towards proficiency.</p>	On-Demand Writing Student Work Samples	Monthly- Teachers and Admin analyze student on-demand pieces given during school wide scrimmage and determine overall areas of strength and growth for each grade level and identify students that need further instruction.	
	KCWP: 2 Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <p>Vertical Planning Day for Teachers from each grade level to align standards/expectations for each grade level and plan for instruction.</p>	Formative Assessment in writing; on-demand scrimmage student work samples	Monthly PLC Data Analysis and calibration	\$900.00

3: Achievement Gap

Goal 3 (State your achievement gap goal. Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 35.2% in 2020.	KCWP-2- Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. <p>(Administration will monitor lesson plans and program implementation of special classrooms both in resource and collaborative settings to ensure congruency between standards, learning targets and assessments. Lesson plans will be posted on Special Ed Team drive weekly.)</p>	Lesson Plan Implementation; Weekly Assessment Data; MAP Data	Lesson plans monitored weekly by Administration. Ongoing learning walks with immediate teacher feedback	\$0
	KCWP-4- Review, analyze and apply data	<ul style="list-style-type: none"> Implement data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring. <p>(Weekly Special Education Meetings to review and analyze specific student data and</p>	Special Education Proficiency Score Board; Weekly Assessments on grade level; IEP goals for individual students using EZ med.	Weekly Spec Ed PLC meetings; Grade Level Weekly Assessment PLC Meetings	\$0

Goal 3 (State your achievement gap goal.
 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>progress towards IEP goals and overall trend data using multiple data points to assess growth towards proficiency.)</p>			
	<p>KCWP-2 Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery <p>Professional Development with District Spec Ed Cohort to teach best practices with Co- teaching-ongoing throughout the school year.</p>	<p>Weekly Assessments, Common Assessments, MAP</p>	<p>Learning Walk Feedback to teachers; lesson plans</p>	<p>\$0</p>

4: Growth

Goal 4 (State your growth goal.): Increase % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % of students showing growth in Reading on MAP from 72% in Spring of 2019 to 74.8% in Spring of 2020.	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Develop a progress monitoring system to monitor standards mastery for each student. <p>Implement Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to measure proficiency of grade level standards</p>	Weekly Assessments and Common Assessments	Weekly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context. Make adjustments in instruction based on weekly data to ensure growth of every student in reaching grade level proficiency standards.	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. <ul style="list-style-type: none"> Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <p>(MTSS/RTI system to provide regular 6 week</p>	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	6 Week Data Reviews-MTSS team reviews data every 6 weeks and adjusts instruction based on intervention data for students in Tier II and Tier III reading RTI groups.	\$0

Goal 4 (State your growth goal.):
Increase % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		checks of ALL students participating in a Tier II or Tier III reading intervention)			

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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