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, Baldridge, 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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. *Six*	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

	Sigma, Shipley, Baldridge, etc.).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Owingsville Elementary School will maintain the average combined KPREP Reading and Math proficiency percentage for all students at 45.4% in the 2020-21 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: Owingsville Elementary School will maintain the average combined KPREP Reading proficiency percentage for all students at 51.2% in the 2020-21 school year.		Implement Guided Reading small group reading instruction strategies schoolwide. Including implementing school guided reading library and 3 (three) guided reading assessments annually. All grade level teachers will be retrained and monitored for effective use of guided reading library and assessments. Incorporation of Journeys student handbooks to support the continued integration of Journeys reading series schoolwide. Further focusing on the scope and sequence of the series to ensure vertically aligned curriculum practices schoolwide. Continued integration of Lexia Core 5 online program for supplementing instruction and RTI Implementation of Reading Eggs online primary reading support program to strengthen foundational literacy skills in Kindergarten and First Grade. Incorporation of 1:1 deployment with Chromebooks in 3rd , 4th and 5th grade classrooms and increasing device to student ratio in K-2 classrooms. Daily implementation of Simple Solutions - Reading in 2nd, 3rd, 4th, 5th grades.	Consistent Guided Reading Assessments. Benchmark Assessments (MAP, Journeys Reading). Student growth monitoring in Lexia Core 5 and Reading Eggs.	PLC Data Meetings RTI Data Lesson Plan Monitoring Walkthrough Data Observation Data Lexia Monitoring	Title I District Level Resource Funding

		Identify student "watch list" to support tier II and tier III high need students with proven RTI strategies. - Consistent support and monitoring of the validity of assessments, standards, and learning targets. - Use classroom assessment data in PLC's to inform teacher's instructional decisions.	PLCs and leadership teams Student growth analysis.	Lexia Core 5, Accelerated Reader 360	Title 1
		Placing an additional teacher in First Grade for class size reduction and in order to provide additional intervention to beginning readers. Continued utilization of two (2) additional certified teachers for tier III intervention Increase technology availability schoolwide with the purchase of Chromebooks and student technologies	Smaller class sizes in primary Tier III intervention needs met, smaller class sizes. Increased utilization of student technology in instruction and school culture.	Master schedule development, SBDM allocation/placement reviews, PLC data meetings, intervention plans, walkthroughs, lesson plan monitoring, observation data Technology use data, lesson plan reviews, walkthroughs, Lexia use reports,	Title 1 District Funding
		Integrating Accelerated Reader 360 reward-based reading program into the school culture. Integrating One Book One School for a daily 15 minute read aloud in every classroom to promote a love of literature. Schoolwide integration of word-walls, leveled classroom libraries, student goal-setting	Analysis of student participation Analysis of student interest.	Accelerated Reader monitoring reports from librarian Classroom, school, and bulletin board activities on the books	Title 1
Objective 2: Owingsville Elementary will maintain the average combined		¬ Further incorporation of MyMath schoolwide math curriculum resource. Inclusion of	Benchmark Assessments,	PLC Data Meetings, RTI Data, Lesson Plan Monitoring, Walkthrough Data, Observation Data	$0

KPREP Math proficiency percentage for all students at 39.6% in the 2020-2021 school year.		MyMath student handbooks to support the continued integration of new curriculum series schoolwide, ensuring vertically aligned curriculum practices. -Implement Simple Solutions for Mathematics daily domain review in 2nd, 3rd to 5th grade. Administrative feedback is given to students. ¬ Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. - Plan explicit instructional strategies in every lesson. -Implement Dreambox Math online program. -Implement Edgenuity Online program for virtual learning. My Math Benchmark assessments to be administered 3 times annually	Common Assessments Lesson/Unit Pacing Exact Path Math Simple Solutions Weekly Tests	Weekly Test Admin Check Exact Path data review	Title I District Funding
		- Identify student "watch list" to determine tier II and tier III high need students. - Monitor and evaluate the validity of assessments, standards, and learning targets. - Use classroom assessment data in PLC's to	PLCs and leadership teams Student growth analysis.	Benchmark Assessments	Title I

		inform teacher's instructional decisions.			
		Professional Development for all teachers in best practices of instruction with My Math Curriculum	Consistency in math instructional strategies in all grade levels and classrooms	My Math Common Assessments, PLC Data Meetings, walkthroughs, observations, lesson plan monitoring	Title !
		Placing an additional teacher in First Grade for class size reduction and in order to provide additional intervention for beginning readers.	Smaller class sizes in primary	Master schedule development, SBDM allocation/placement reviews,	Title II
		Utilization of 2 certified teachers for tier III intervention. 1 specifically assigned to math intervention	Tier III intervention needs met, decrease in student novices,	PLC data meetings, intervention plans, walkthroughs, lesson plan monitoring, observation data	Title I
		Increase technology availability schoolwide with the purchase of Chromebooks and student technologies	Increased utilization of student technology in instruction and school culture	Technology use data, lesson plan reviews, walkthroughs, Exact Path use reports,	Title I

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Owingsville Elementary will increase the combined KPREP Social Studies and Science proficiency percentage for all students from 40.15% to 45%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2 Owingsville Elementary will maintain the combined KPREP Social Studies and Science proficiency percentage for all students at 40.15% in the 2020-2021 school year.		The incorporation of Simple Solutions curriculum resource daily into social students and science instruction. With daily reviews and weekly follow-up quizzing for monitoring	Weekly growth monitoring assessments from teacher and administration		Title I
		Inclusion of STEM Scopes online and hands-on curriculum resource to supplement core science and embedded science instruction schoolwide			District Funding
		Incorporation of Generation Genius video-based curriculum with extensions and hands-on activities.			Section 6
		Incorporation of Mystery Science online program			$0
		Inclusion of the Edgenuity online program for Virtual Learning.			District Funding

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Owingsville Elementary School will increase the combined KPREP Reading and Math proficiency percentage for all students in the Economically Disadvantaged group from 39.5% to 44.5% in the 2020-2021 school year.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Owingsville Elementary School will maintain the combined KPREP Reading and Math proficiency percentage for all students in the Economically Disadvantaged group at 39.5% in the 2020-2021 school year.		Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.

Implementation of supplemental Lexia Core 5 Literacy program for all students

Daytime ESS tutoring for students that are identified to be on a "watch list" in reading.

Regular intensive RTI instruction from interventionists, special education teachers, and classroom teachers. | Formative Assessment data

Growth in KPREP and MAP

 Completion of grade level content in Lexia and Exact Path.

 Benchmark assessment data in Journeys & MyMath | Weekly PLC data meetings to analyze and apply data | Title I

ESS |
		Increase technology availability schoolwide with the purchase of Chromebooks and student technologies	Increased utilization of student technology in instruction and school culture	Technology use data, lesson plan reviews, walkthroughs, Lexia use reports,	Title I
Objective 2					

4: Growth

Goal 4 (State your growth goal.): Owingsville Elementary will increase the average combined KPREP Growth Score in 2018-19 from 50.3 to 53% in 2019-20

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1Owingsville Elementary will maintain the average combined KPREP Growth Score at 50.3 in 2020-21.		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. ¬ Create and monitor a "Watch List" for students performing below proficiency. Implementation of supplemental Lexia Core 5 Literacy program for all students Daytime ESS tutoring for students that are identified to be on a "watch list" in reading and math. Regular RTI instruction from interventionist and classroom teachers.	Formative Assessment data Growth in KPREP and MAP Completion of grade level content in Lexia. Benchmark data at grade level	Professional Learning and PLC's Data Meetings at PLC's Leadership Reviews.	Title I ESS
Objective 2					

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 5 (State your transition readiness goal.):					
Objective 1					
Objective 2					

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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:
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?   **Response:**

Identification Of Critical Resources Inequities:
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.   **Response:**

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.	☒
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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.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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