

# 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   |
|--|---|--|--|--|---|
| 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. <i>Six Sigma, Shipley, Baldrige, etc.</i> ). | 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 <b>measures</b> 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. |

### 1: Proficiency Goal

Goal 1 (State your proficiency goal.): **Owingsville Elementary School will increase the average combined KPREP Reading and Math proficiency percentage for all students from 45.4% to 49.5% in the 2019-20 school year.**

| Objective   | Strategy  | Activities   | Measure of Success   | Progress Monitoring  | Funding |
|---|---|--|--|--|---------|
| Objective 1<br><b>Owingsville Elementary School will increase the average combined KPREP Reading proficiency percentage for all</b> | <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• </li> </ul> | 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 trained and monitored for effective | Consistent guided reading assessments (September, December, March) | PLC Data Meetings, RTI Data, Lesson Plan Monitoring, Walkthrough Data, Observation Data.<br><br>Lexia Monitoring | Title I |

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| <p><b>students from 51.2% to 55% in the 2019-20 school year.</b></p> |  | <p>use of guided reading library and assessments.</p> <p>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.</p> <p>Continued integration of Lexia Core 5 online program for supplementing instruction and RTI</p> <p>Implementation of Reading Eggs online primary reading support program to strengthen foundational literacy skills in Kindergarten and First Grade.</p> <p>Incorporation of 1:1 deployment with Chromebooks in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classrooms and increasing device to student ratio in K-2 classrooms</p> <p>Daily implementation of Simple Solutions - Reading in 3rd, 4th, 5th grades.</p> | <p>Benchmark Assessments (MAP, Journeys Reading)</p> <p>Student growth monitoring in Lexia Core 5 and Reading Eggs</p> |   | <p>District-Level resource funding</p> |
|  | <ul style="list-style-type: none"> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul> | <p>Identify student “watch list” to support tier II and tier III high need students with proven RTI strategies.</p> <p>- Consistent support and monitoring of the validity of assessments, standards, and learning targets.</p>  | <p>PLCs and leadership teams</p> <p>Student growth analysis.</p>   | <p>Lexia Core 5, Accelerated Reader 360</p> | <p>Title 1</p>                         |

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|  |   | - Use classroom assessment data in PLC's to inform teacher's instructional decisions.   |   |   |   |
|  | <ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul>   | <p>Placing an additional teacher in Kindergarten for class size reduction and in order to avoid mixed grade classroom.</p> <p>Continued utilization of two (2) additional certified teachers for tier III intervention</p> <p>Increase technology availability schoolwide with the purchase of Chromebooks and student technologies</p> | <p>Smaller class sizes in primary</p> <p>Tier III intervention needs met, smaller class sizes.</p> <p>Increased utilization of student technology in instruction and school culture</p> | <p>Master schedule development, SBDM allocation/placement reviews,</p> <p>PLC data meetings, intervention plans, walkthroughs, lesson plan monitoring, observation data</p> <p>Technology use data, lesson plan reviews, walkthroughs, Lexia use reports,</p> | <p>Title II</p> <p>Title I</p> <p>Title I</p> |
|  |   |   |   |   |   |
|  | <a href="#">KCWP 6: Establishing Learning Culture and Environment</a>   | <p>Integrating Accelerated Reader 360 reward-based reading program into the school culture.</p> <p>Integrating One Book One School for a daily 15 minute read aloud in every classroom to promote a love of literature.</p> <p>Schoolwide integration of word-walls, leveled classroom libraries, student goal-setting</p>              | <p>Analysis of student participation</p> <p>Analysis of student interest.</p>   | <p>Accelerated Reader monitoring reports from librarian</p> <p>Classroom, school, and bulletin board activities on the books</p>  | <p>Title 1</p> <p>Title 1</p>                 |
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| Objective 2<br><b>Owingsville Elementary will increase the average</b> | <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul> | - Further incorporation of MyMath schoolwide math curriculum resource. Inclusion of MyMath student handbooks to support the   | Benchmark assessments,  | PLC Data Meetings, RTI Data, Lesson Plan Monitoring, Walkthrough Data, Observation Data   | \$0   |

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| <b>combined KPREP Math proficiency percentage for all students from 39.6% to 44% in the 2019-20 school year.</b> | <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul> | <p>continued integration of new curriculum series schoolwide, ensuring vertically aligned curriculum practices.</p> <p>-Implement Simple Solutions for Mathematics daily domain review in 3rd to 5th grade. Administrative feedback is given to students.</p> <p>- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <p>- Plan explicit instructional strategies in every lesson.</p> <p>Implementation of Exact Path Math supplemental online student centered program.</p> <p>MyMath Benchmark assessments to be administered 3 times annually.</p> | <p>Common Assessments<br/>Lesson/Unit Pacing</p> <p>Exact Path Math<br/>Simple Solutions<br/>Weekly Tests</p> | <p>Weekly Test Admin Check</p> <p>Exact Path data review</p> | <p>Title I</p> |
|  | <ul style="list-style-type: none"> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul>   | <p>- Identify student “watch list” to determine tier II and tier III high need students.</p> <p>- Monitor and evaluate the validity of assessments, standards, and learning targets.</p> <p>- Use classroom assessment data in PLC’s to inform teacher’s instructional decisions.</p>   | <p>PLCs and leadership teams</p> <p>Student growth analysis.</p>  | <p>Benchmark Assessments,</p>                                | <p>Title 1</p> |

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|  | <ul style="list-style-type: none"> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul> | Professional Development for all teachers in best practices of instruction with MyMath Curriculum                   | Consistency in math instructional strategies in all grade levels and classrooms | MyMath Common Assessments, PLC Data Meetings, walkthroughs, observations, lesson plan monitoring | Title 1  |
|  |   | Placing an additional teacher in Kindergarten for class size reduction and in order to avoid mixed grade classroom. | 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  |
|--|---|--|---|---------------------|--|
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| <p>Objective 2<br/> <b>Owingsville Elementary will increase the combined KPREP Social Studies and Science proficiency percentage for all students from 40.15% to 42.15% in the 2019-20 school year</b></p> | <ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul> | <p>The incorporation of Simple Solutions curriculum resource daily into social studies and science instruction. With daily reviews and weekly follow-up quizzing for monitoring</p> <p>Inclusion of STEMScopes online and hands-on curriculum resource to supplement core science and embedded science instruction schoolwide</p> <p>Incorporation of Generation Genuis video-based curriculum with extensions and hands-on activities.</p> <p>Incorporation of Mystery Science online program</p> | <p>Weekly growth monitoring assessments from teacher and administration</p> |                     | <p>Title 1</p> <p>District Funding</p> <p>Section 6</p> <p>\$0</p> |
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### 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 2019-20 school year.**

| Objective  | Strategy  | Activities  | Measure of Success  | Progress Monitoring   | Funding                   |
|--|---|---|---|---|---------------------------|
| <p>Objective 1<br/> <b>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 2019-20 school year.</b></p> | <ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>    | <p>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.</p> <p>Implementation of supplemental Lexia Core 5 Literacy program for all students</p> <p>Daytime ESS tutoring for students that are identified to be on a “watch list” in reading.</p> <p>Regular intensive RTI instruction from interventionists, special education teachers, and classroom teachers.</p> | <p>Formative Assessment data</p> <p>Growth in KPREP and MAP</p> <p>Completion of grade level content in Lexia and Exact Path.</p> <p>Benchmark assessment data in Journeys &amp; MyMath</p> | <p>Weekly PLC data meetings to analyze and apply data</p>                         | <p>Title I</p> <p>ESS</p> |
|  | <ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul> | <p>Increase technology availability schoolwide with the purchase of Chromebooks and student technologies</p>  | <p>Increased utilization of student technology in instruction and school culture</p>  | <p>Technology use data, lesson plan reviews, walkthroughs, Lexia use reports,</p> | <p>Title I</p>            |
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| Objective 2 |  |  |  |  |  |
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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                   |
|---|--|--|---|---|---------------------------|
| <p>Objective 1</p> <p><b>Owingsville Elementary will increase the average combined KPREP Growth Score in 2018-19 from 50.3 to 53% in 2019-20.</b></p> | <ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>         | <p>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. ▸</p> <p>Create and monitor a “Watch List” for students performing below proficiency.</p> <p>Implementation of supplemental Lexia Core 5 Literacy program for all students</p> <p>Daytime ESS tutoring for students that are identified to be on a “watch list” in reading and math.</p> <p>Regular RTI instruction from interventionist and classroom teachers.</p> | <p>Formative Assessment data</p> <p>Growth in KPREP and MAP</p> <p>Completion of grade level content in Lexia.</p> <p>Benchmark data at grade level</p> | <p>Professional Learning and PLC’s</p> <p>Data Meetings at PLC’s</p> <p>Leadership Reviews.</p> | <p>Title I</p> <p>ESS</p> |
|   | <ul style="list-style-type: none"> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul> |  |   |   |                           |
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**5: Transition Readiness**

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

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):

| Objective   | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|------------|--------------------|---------------------|---------|
| Objective 1 |          |            |                    |                     |         |
|             |          |            |                    |                     |         |
|             |          |            |                    |                     |         |
|             |          |            |                    |                     |         |
| Objective 2 |          |            |                    |                     |         |
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|             |          |            |                    |                     |         |

**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:

| <b>Components Of Turnaround Leadership Development And Support:</b>  |
|--|
| <p><b>Consider:</b> 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><b>Response:</b></p>  |
| <b>Identification Of Critical Resources Inequities:</b>  |
| <p><b>Consider:</b> 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><b>Response:</b></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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|   |  | <input type="checkbox"/>            |

**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                  |
|---|--|-------------------------------------|
| 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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