

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 averaged combined reading and math K-Prep scores for elementary from 80.3 in 2018-19 to 86 in 2021-22.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective I: By May 2019 67% of our student population will score at or above proficiency in reading and math combined as evidenced by STAR/MAP.	KCWP 4: Review and Analyze Data: Teachers will continuously provide differentiated instruction that meets the needs of all students and will monitor progress. Student Data sheets will monitor students MAP, STAR progress.	In plc meetings teachers will analyze and compare assessment data to monitor student progress and guide instruction. Formative/Summative/Math Benchmark data, universal screeners, progress monitoring and a focus on test item analysis will be used to systemically gather data, reflect and make adjustments to instruction.	MAP/STAR progress from term to term		Title/District Tech
	Small group instruction and Individualized instruction and will use Simple Solutions to increase standard mastery.	Teachers will meet students at their individual level to ensure content mastery.	MAP/STAR progress from term to term		Title I/District Tech/Title II
	Reflex Fact Fluency for math will be purchased.	Used in small group and RTI for fact fluency.	Use Reflex progress from term to term		Title I/District Tech
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the separate academic indicator score as evidenced on KPREP from a 70.8 (Medium) in 2018-19 to an 80 (Very High) in 21-22.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce the number of novice in social studies from 12.3% in 2018 to 9% in 2019. Reduce the number of apprentice in Social Studies from 46.6% in 2018 to 39% in 2019	KCW2: Design and Deliver Instruction: Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction(Before, After, During)	Incorporate formative/comprehensive standard review. Meet with team to do item analysis of test results.	Student data reflected in PLC minutes.		Title I/District Funds
	Ensure congruency is present between standards, learning targets, and assessment measures.	Teachers teams will be put into place to work on new standards implementation.	Finished products for Social Studies.		Title I/ PD grant
Objective 2 Move the number of students in the novice/apprentice category in Writing from 47.9 in 2018 to 35% in 2019	Small group instruction for writing.	Live scoring and feedback practice for students	Teachers will test and complete data analysis on student writing.		
		Differentiate pre-writing strategies for students based on student needs.			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Decrease the number of novice from 11.49% in 18-19 in the economically disadvantaged group to 5% % in 20-22. Decrease the number of novice in Special Education Reading from 19.4% in 18-19 to 12% in 20-22.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective 1: In May 2019 novice levels in reading/SpEd. will reduce from 19.4% to 17.4%, and Math/economically disadvantaged from 11.49 to 9.4 (also 2020)	KCWP 4: Review and Analyze Data: To increase reading and Math scores moving more students from the novice and apprentice levels.	Small group instruction Individualized instruction Fact Fluency	MAP/STAR data		Title I
		Purchase more intermediate AR reading material for lower and higher level students and supplemental reading materials (Story Works/Scholastic, etc.)	STAR Data		Title I
		Spiraling/integrating content/standard review with Simple Solutions	MAP/STAR data		Title I
		Intervention will focus RTI on Primary students			Title I
		Defined RTI strategy Student Data Charts Ensure Data is used appropriately to address student needs	Bridges/SOS to Encode/Story Comprehension to Go and Reflex		Title I
		Teachers Pd regarding Reading/Math/Trauma Informed Schools/Culture	Teacher Attendance		Title I/District Funds
Objective 2					

4: Growth

Goal 4 (State your growth goal.): Increase growth from 43.1(Very Low) in 2018-19 to 69 (Very High) in 20-22 .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2019 82% of our students will score at or above proficiency in reading and math combined as evidenced on KPREP.	KCWP 4: Review and Analyze Data: Students will show growth based on MAP/STAR and Math Benchmark testing data.	Defined RTI strategy Student Data Charts Ensure Data is used appropriately to address student needs	Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math- numeracy).		Title I/District Funds
		Create and monitor a “Watch List” for students performing below proficiency.	Teacher data		
Objective 2 As evidenced by KPREP in 2019 our growth will reflect a 55 (Medium)	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLC’s to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.	MAP/STAR progress moitoring		Title I
		PD provided to teachers regarding growth, growth mindset, etc.	Teacher attendance		Title I, District funds

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					

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:
<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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