

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

Trigg County Intermediate will increase its elementary reading proficiency for all students from 54.7 in 2018-2019 to 60.9 in 2021-2022 and math proficiency from 44.9 in 2018-2019 to 52.4% by 2021-2022 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|---------------------|---------|
| Trigg County Intermediate will increase its elementary reading proficiency for all students from 54.7 in 2018-2019 to 56.8 in 2019-2020 and math proficiency from 44.9 in 2018-2019 to 47.4 by 2019-2020 as measured by KPREP. | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity of reading and math resources and instructional delivery of the standards. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | Our school has a new reading resource Open Court Reading for grades K-5. All teachers have completed two days of professional development. We began using this program in Mid-October. Walkthroughs, lesson planning, and assessment analysis are done to ensure fidelity to the program. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | Design and Deliver Assessment Literacy | Ensure that instructional modifications are made based upon results of classroom formative assessments. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | Ensure that all assessments evolve from high-quality content standards by the PLC assessment item analysis breakdown. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |

2: Separate Academic Indicator

| Trigg County Intermediate will increase its Separate Academic Indicator from 64.8 for all students in 2018-2019 to 69.8 by 2021-2022 as measured by K-PREP. | | | | | |
|---|--|--|---|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Trigg County Intermediate will increase its Separate Academic Indicator from 64.8 for all students to 67.0 by June 2020 as measured by K-PREP. | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | Design, Align and Deliver Support Classroom Activities | Professional Development to design activities for Science Instruction with Pearson aligned to new standards and practices. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | PLC writing discussions to ensure congruency of assessment items to the standard. School wide use of writing organizer. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |

3: Achievement Gap

Trigg County Intermediate will increase its elementary reading proficiency for free and reduced students from 45.0 in 2018-2019 to 52.5 in 2021-2022 and math proficiency from 34.9 in 2018-2019 to 43.8% by 2021-2022 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--------------------------------|--|--|---------------------|---------|
| Trigg County Intermediate will increase its elementary reading proficiency for free and reduced students from 45.0 in 2018-2019 to 47.5 in 2019-2020 and math proficiency from 34.9 in 2018-2019 to 37.9 by 2019-2020 as measured by KPREP. | Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | New RTI reading resource – Corrective Reading for grades K-5. All teachers have completed two days of professional development. We began using this program in early December. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | | Increase the level of formative feedback given that provides students what they need to increase mastery level. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations | | |
| | Review, Analyze and Apply Data | Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, determine what those adjustments will be and how will they be measured. | KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations, Progress Monitoring | | |

4: Growth

All students falling below the average cut score for 3rd, 4th, and 5th for Projected Proficiency on KPREP will decrease by 30% by 2022 according to the CASE 21 benchmark assessment in reading.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---------------------------------------|---|--|---------------------|---------|
| <p>By July 2020, all students falling below the average cut score for 3rd, 4th, and 5th for Projected Proficiency on KPREP will decrease by 15% according to the CASE 21 benchmark assessment in reading.</p> | <p>Review, Analyze and Apply Data</p> | <p>Implement PLC data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, and monitor assessment measures.</p> | <p>KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations</p> | | |
| | | <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students through PLC data disaggregation.</p> | <p>KPrep, CASE 21, STAR, Formative and Summative Assessments, Classroom Observations</p> | | |

9kSpecial 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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