

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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2025, 80% of Primary students will reach proficiency in reading as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, 69% of students at Trigg County Primary School will reach proficiency in reading as measured by STAR benchmark assessment.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, classroom assessments, classroom observations		
		Ensure rigor and fidelity of assessments and instruction	STAR, classroom assessments, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	STAR, classroom assessments, classroom observations		
		Create and monitor an intense focus in PLC to ensure data is reviewing and instructional changes are made as needed.	STAR, classroom assessments, classroom observations		

2: Achievement Gap

Goal 2 (State your achievement gap goal.): By 2025, the student population falling below the 25th percentile will be reduced by 15% according to STAR assessments in reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, the student population falling below the 25th percentile will be reduced by 5% according to STAR assessments in reading and math.	Design and Deliver Instruction	Analyze formative assessment measures to inform best instructional practices and use this data to increase intentionality in the classroom.	STAR, classroom assessments, classroom observations		
		Ensure congruency is present between standards, learning targets, and assessment measures.	STAR, classroom assessments, classroom observations		
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	STAR, classroom assessments, classroom observations		

3: Growth

Goal 3 (State your growth goal.): By May 2025, 80% of Primary students will reach proficiency in math as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, 60% of students at Trigg County Primary School will reach proficiency in math as measured by STAR benchmark assessment.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, classroom assessments, classroom observations		
		Ensure rigor and fidelity of assessments and instruction	STAR, classroom assessments, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	STAR, classroom assessments, classroom observations		
		Create and monitor an intense focus in PLC to ensure data is reviewing and instructional changes are made as needed.	STAR, classroom assessments, classroom observations		

4: Transition Readiness

Goal 4 (State your transition readiness goal.): :By 2025, 80% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By September 2021, 65% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.	Design and Deliver Instruction	Develop a clearly defined RtI school process as well as a method for documentation	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		
		Establish communication protocols for parents/guardians.	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		