

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.

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.

Funding	Progress Monitoring	Measure of Success	Activities	Strategy	Objective
<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</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 criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</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. Six Sigma, Shipley, Baldrige, etc.).</p>	<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>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase the average combined reading and math KPREP scores for middle school students to 75% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase ELA and math combined proficiency scores for Cumberland County Middle School from 49% to 60%, by May of 2020.	Design and Delivery of Assessment	Increase Rigor and Relevance and formative and summative assessments.	Daily lesson plans and walkthroughs and annual evaluations	Teachers will turn in lesson plans weekly and meet weekly for guided planning. Administration will complete at least 1 walkthrough per teacher per week.	0
		Teachers will meet monthly for PLCs and faculty meetings to discuss data and progress.	Data Tracker information, Lesson plans	Monthly and weekly.	0
	Design and Deliver Instruction	Every teacher will be expected to incorporate at least 20 minutes reading into their instruction weekly during the fall semester and 20 minutes of writing in the spring semester.	Increased vocabulary in lessons and assessments. Increase of reading comprehension proficiency on summative assessments.	Administration will monitor compliance of READ 20. Teachers will analyze summative assessments and review data.	0
		Increase Rigor and Relevance in daily lesson planning	Lesson plans, walkthroughs, and evaluations, and discussions.	Daily	0
	Review Analyze and Apply Data	Teachers will post data walls and have individual data conversations based on past KPREP results and current MAP test scores with each student to create a growth mindset and monitor student progress.	KPREP history, MAP Data 3 times per year.	Annually and 3 times per year in September, January, and March	\$3500
		Teachers will use differentiation strategies to reach students where they are based on MAP and past KPREP data and other behavioral indicators.	Goals met each time a MAP test is taken	September, January, and March	\$3500
Objective 2	Design and Deliver Instruction	Based on results of MAP 1 in September, we will determine target students and differentiation methods to be used during daily lessons.	Weekly walkthroughs	Weekly	\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>Increase the average combined proficiency on KPREP in Science, Social Studies, and Writing on Demand to 60% by 2022.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage proficient in 8 th Grade Social Studies from 64% to 70% by 2020.	Design and Deliver Instruction	Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0
		Performance assessments will be given to track progress of mastery of standards.	CPA Assessments	Every 9 weeks	0
	Design and Deploy Standards	Every 8 th grade student will complete a 9 week course in Government and Civics	Progress reports and grades	Every 4.5 weeks	0
	Design and Deliver Instruction	Increase emphasis on constructed response writing	Grades	Every 9 weeks	0
Objective 2 Increase the percentage proficient in 8 th Grade Writing on Demand from 39% to 45% by 2020.	Design and Deliver Instruction	All teachers will incorporate 20 minutes of writing into their lessons weekly during the spring semester.	Grades, lesson plans, walkthroughs	Weekly	0
		A writing specialist will be employed to assist in the writing design and live scoring process.	Lesson plans, live scoring progress	3 times per week	\$5000.00
	Design and Deliver Assessment Literacy	Administration and ELA teachers will live score essays for 8 th grade students.	Live Scoring	Two times per year	0
	Design and Deliver Instruction	Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0
Objective 3 Increase the percentage proficient in 7th Grade Science from 19% to 30% by 2020.	Design and Deliver Instruction	Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0

Goal 2 (State your separate academic indicator goal.): *Increase the average combined proficiency on KPREP in Science, Social Studies, and Writing on Demand to 60% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Increase emphasis on constructed response writing.	Grades	Every 9 weeks	0
	Design and Deliver Assessment Literacy	Utilize TCT as a tool to teach constructed response writing.	Grades on TCTs.	Multiple times per year	0
	Design and Deliver Instruction	Both science teachers will attend a phenomenon PD at GRREC in December of 2019 to increase their knowledge of science activities as it relates to phenomenon's.	Lesson plans, summative assessments, student performance.	Weekly	\$250.00

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Continue to close the gap by another 10% between Economically Disadvantaged students and those who are not Economically Disadvantaged by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the gap among free/reduced lunch and consolidated race students by 5% in Math by 2020	Review, analyze, and apply data	Teachers and administration will use the data tracker to monitor and determine areas of improvement among the gap group.	MAP Data	Monthly review of the data and each time MAP is tested.	\$3500.00 for MAP Assessments
	Design, align, and deliver support processes with sub-group focus	RTI meetings with content teachers and interventionist to determine tier groups and methods of instruction needed for differentiation.	MAP Data, CPA Data, and READ 180 Data	RTI meetings every 4-6 weeks.	\$11,000.00
	Design and Deliver Instruction Review, analyze, and apply data	Increase Rigor and Relevance in Daily Lesson Plans for Tier I students. Guided planning each Monday to discuss rigor and relevance in lesson planning as well as formative and summative assessments.	Daily lessons plans, walkthroughs and evaluations.	Weekly and annually.	0
Objective 2 Decrease the gap among free/reduced lunch and consolidated race students by 5% in ELA	Review, analyze, and apply data	Teachers and administration will use the data tracker to monitor and determine areas of improvement among the gap group.	MAP Data	Monthly review of the data and each time MAP is tested.	\$3500.00 for MAP Assessments
	Design, align, and deliver support processes with sub-group focus	RTI meetings with content teachers and interventionist to determine tier groups and methods of instruction needed for differentiation.	MAP Data, CPA Data, and READ 180 Data	RTI meetings every 4-6 weeks.	\$11,000.00
		Implement a research based program to increase literacy among	Reading Inventory assessments as student	Multiple times per year.	0

Goal 3 (State your achievement gap goal.): Continue to close the gap by another 10% between Economically Disadvantaged students and those who are not Economically Disadvantaged by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		those students who fall in the Tier III group in ELA	reach the progress points		
		Teachers and administration will use the data tracker to monitor and determine areas of improvement	Data Tracker	Weekly and monthly	0

4: Growth

Goal 4 (State your growth goal.): Increase the percentage of students making growth on the KPREP toward reading and math proficiency by 70%, by October of 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 80% of all students will meet their individual growth goal on MAP tests by 2020 in math.	Design and Deliver Instruction	Teachers will use differentiation strategies and UDL to reach students where they are based on MAP data and other behavioral indicators.	Goals met during MAP testing per student and % of students showing growth from MAP 1 to MAP 2 and MAP 2 to MAP 3 in math.	3 times per year in August, January, and March.	0
	Design and Deliver Assessment Literacy	MAP tests will be given 3 times per year and individual student goals will be set and monitored each time.	MAP performance data and % of students reaching their goals in math.	3 times per year in August, January, and March.	\$3500 for MAP Assessments
	Design and Deliver Standards	Teachers will spiral past content standards back around in their summative assessments.	Formative and Summative assessments	Weekly.	0
Objective 2 80% of all students will meet their individual growth goal on MAP tests by 2020 in ELA.	Design and Deliver Instruction	All teachers will incorporate 20 minutes of reading into their lesson plans weekly during the fall semester.	Increased success on MAP testing in Vocabulary and Language Usage.	3 times per year in August, January, and March.	
	Design and Deliver Instruction	Teachers will use differentiation strategies and UDL to reach students where they are based on MAP data and other behavioral indicators.	Goals met during MAP testing per student and % of students showing growth from MAP 1 to MAP 2 and MAP 2 to MAP 3 in ELA.	3 times per year in August, January, and March.	0
	Design and Deliver Assessment Literacy	MAP tests will be given 3 times per year and individual student goals will be set and monitored each time.	MAP performance data and % of students reaching their goals in ELA.	3 times per year in August, January, and March.	\$3500

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Not applicable to Middle Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Not applicable to Middle Schools

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:	
Identification Of Critical Resources Inequities:	<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> <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"/>
		<input 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.

Uploaded in eProve	Evidence Citation	Evidence-based Activity
<input checked="" type="checkbox"/>	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Train staff to implement inductive teaching strategies.
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