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, Baldridge, 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 2024, Reading proficiency scores will increase from 73.6% D/P to 82.5% D/P, and Math proficiency will increase from 69.2% D/P to 82.5% D/P according to the K-PREP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By December 2021 males will increase reading achievement according to STAR and KPREP data.	Design and deliver instruction to plan strategically in the selection of high yield instructional strategies to be used in lessons	Increase the offerings of nonfiction texts (Science and Social Studies text) will be used to increase interest for male students.	Increase student achievement on STAR Reading, DCAs and KPREP Reading.	Students will be monitored with STAR Reading and grade level DCA assessments.	Title I, SBDM, ESS and Grants
		PLC time will address what proficiency looks like within the standards. Instructional coaches will participate in PLCs, trainings, and faculty meetings to ensure that teachers understand and instruct to meet the rigor of the standards.	Lesson/unit plans include the new ELA standards.	Standards Focus Team meetings and follow up with grade level teams.	Title I, SBDM, ESS and Grants
Objective 2 By December of 2020, students achieving apprentice on the 2019 K-PREP reading and math assessments will make gains in achievement according to STAR Reading and Math to reach proficiency on the K-PREP assessments	Design and deliver instruction to plan strategically in the selection of high yield instructional strategies to be used in lessons.	Faculty meetings and PD will provide instructional training to support teachers' understanding of content standards and implementation that meets the rigor of the standards.	Increased student achievement on STAR Math, DCAs, and KPREP Math	Students will be monitored with STAR Math and grade level math DCA assessments	Title I, Title II, SBDM, Grants
		For the 2020-2021 school year, students achieving apprentice will be identified and receive focused instruction to reach proficiency	Increased student achievement on STAR Math, DCAs, and KPREP Math	Students will be monitored with STAR Math and grade level math DCA assessments	Title I, Title II, SBDM, Grants

	Establish a learning culture and environment	Establish learning culture and environment to engage in collective teacher efficacy practices that support student learning through growth mindsets.	Lesson plans that include high expectations for all students.	Grade level team meetings and standards focus team discussions.	No Cost
		PLC time will address proficiency expectations according to the standards. Instructional coaches will participate in discussions and planning.	Lesson plans that include high expectations for all students.	Grade level team meetings and standards focus team discussions.	Title I, Title II, SBDM, Grants
	Design and deliver instruction to plan and effectively implement high yield instructional strategies.	Technology will be used to create equitable instructional practices and increase access to all curriculum.			Title I, Title II, SBDM, Grants, PTO
		Intervention teachers will provide support to students not meeting benchmark scores in STAR reading and math.			Title I, Title II, SBDM, Grants

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Goal 2 (State your separate academic indicator goal.): By 2024, Writing scores will increase from 45.6% D/P to 70% D/P according to KPREP assessment scores

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Fall of 2021, the percentage of students achieving D/P in writing will increase from 45.6% to 55%.	Design and deliver instruction to plan strategically in the selection of high yield instructional strategies to be used in lessons	For the 2020-2021 school year, writing will be used throughout content areas, there will be a set time for writing within all schedules, and Writing without Tears will be used for struggling writers.	Increased student achievement based on short answer, extended constructed response (ECR), and KPREP writing data. Daily writing lesson plans will be evident in all classrooms.	Students will be assessed via writing curriculum-based-measures (CBM) three times a year to monitor students' writing progress.	Title I, SBDM, ESS, Grants, PTO
		Faculty meetings and PD will provide instructional training to support teachers' understanding of content standards and implementation that meets the rigor of the standards, while monitoring through CBM.	Lesson plans with increased writing within content areas and writing specific lesson plans.	Students will be assessed via writing CBM three times a year to monitor students' writing progress.	Title I, Title II, SBDM, ESS, Grants
	Design and deliver instruction strategically within lesson plans.	Writing committee will create a rubric for assessing on-demand writing pieces.	Lesson plans that include the rubric as the basis of scoring.	Student writing pieces scored against consistent rubrics.	Title I, SBDM, ESS, Grants

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2024, students identified as Special Education will increase achievement in K-PREP Reading and Math from 50% D/P to 70% D/P in order to close the achievement gap.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Dec. 2021, students with disabilities will increase the percentage of students achieving D/P from 50% to 55% in both reading and math.	Implement systems that allow for increased collaboration in deconstructing standards and developing congruent learning targets.	Teachers will be trained in co-teaching strategies to allow for consistent implementation of standards aligned to learning targets.	STAR reading and math, DCA, and K-PREP data will be used to determine if achievement gaps are closing.	Students with disabilities will be monitored via STAR reading and math to determine if growth is being made to close the achievement gap.	Title I, Title II, SBDM, ESS, Grants
		GRREC and J'Nora Anderson will visit the school to observe our SPED practices and coach SPED teachers along with adjusting schedules for best practice implementation.	Collaboration that results in adjusted practices that meet the needs of our SPED population. Master schedule will provide common planning opportunities for general and SPED teachers.	Meetings will take place in the Spring of 2021, to create the 2021-2022 master schedule and collaborative teaching time.	Title I, Title II, SBDM, ESS, Grants
	Teach students how to better utilize their accommodations for instruction and assessments.	We will host an after school ESS section for students with IEPs to teach how to use their accommodations.	STAR reading and math, DCA, and K-PREP data will be used to determine if achievement gaps are closing.	Classroom observation, feedback from teachers	ESS and grants
	Establish learning and environment	SPED teachers will provide their students exposure to grade-level content through co-teaching in order to eliminate academic gaps.	Students will demonstrate growth on STAR Reading and Math, and their individual progress monitoring as dictated by their IEP	Students are progress monitored monthly on STAR and engage in weekly progress monitoring on IEP goals.	No cost
		Collective Teacher efficacy training will occur for teachers to understand how	Lesson plans that have high expectations for all	Collective teacher efficacy will be discussed in November, co-teaching will	Title I, Title II, SBDM, ESS, Grants

		personal beliefs impact interactions with students and classroom expectations.	students and increased peer morale	occur with one grade level in late November, planning for inclusion school-wide will occur in the Spring 2020	
	Deliver and Design Instruction	Sped teachers will visit Meade Co Public Schools to observe co-teaching practices.	Teachers will increase their capacity to utilize co-teaching strategies	The visit will occur in Nov. 2019, co-teaching will begin with 4th grade piloting in January 2020.	Title I, SBDM, District
		Co-teaching strategies will be shared with all instructional staff throughout the year and at summer PD.	Teachers will increase their capacity to utilize co-teaching strategies.	Co-teaching strategies will begin to be phased in in November 2019 with school-wide implementation to begin in the fall of 2020.	Title I, Title II, SBDM, ESS, Grants, District

4: Growth

Goal 4 (State your growth goal.): By 2024, 80% of students will make growth towards D/P or maintain D/P status.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Dec. 2021, increase average growth score per student in reading from 55.9 to 65, and in math from 48.4 to 65.	Design and deliver instruction to plan strategically in the selection of high yield instructional strategies to be used in lessons.	Faculty meetings and PD will provide instructional training to support teachers' understanding of new content standards and implementation that meets the rigor of the standards.	Lesson plans with increased rigor to meet standards.	PLC and grade level meetings that focus on student achievement and lessons that address the rigor of the standards.	Title I, Title II, SBDM, ESS, Grants, District
		Instructional rounds that address equitable questioning and rigor of instruction.	Lessons that have high expectations and visible Bloom's levels throughout.	Instructional round notes and follow up visit feedback.	Title I, Title II, SBDM, ESS, Grants, District
		District Academic Improvement Coach and instructional coaches will share strategies at faculty meetings and PLCs to address equity of instruction and increased rigor to meet the standards.	Lesson plans with increased rigor to meet standards	PLC and grade level meetings that focus on student achievement and lessons that address the rigor of the standards.	No cost
		Scholarships will be offered to students to attend Super Saturdays through the GT department at WKU.	Increased student participation in STEAM areas. This should impact reading, math, and science scores.	Increased student participation in STEAM areas. This should impact reading, math, and science scores.	Scholarships through WKU
		Incorporate Kagan Strategies in the classroom	Lesson Plans, Classroom Observations/walkthroughs	Classroom walkthroughs, PLC notes	Title II

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:
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? **Response:**
Identification Of Critical Resources Inequities:
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. **Response:**

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.	☒
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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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