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.

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**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1a: Increase the percentage of students scoring Proficient or Distinguished on Reading based on KPREP Assessment at Franklin Simpson High School from 49.3 to 74.7 by 2030.

Goal 1b: Increase the percentage of students scoring Proficient or Distinguished on Math based on KPREP Assessment at Franklin Simpson High School from 43.3 to 71.7 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring Proficient or Distinguished on Reading based on KPREP Assessment at Franklin Simpson High School from 49.3 to 51.6 by 2020.	KCWP 1: Design and Deploy Standards **Strategy: Curriculum Monitoring and Review of Instructional Strategies**	Review and conduct cyclic curriculum reviews/checks within the PLC	<u>Evidence</u> Attend and monitor PLC conversations. Curriculum Maps Walkthroughs <u>Members Responsible</u> Administration Teachers		$0
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			0
	KCWP 3: Design and Deliver Assessment Literacy	Monitor and evaluate the validity of assessments, standards, and learning targets.	<u>Evidence</u> Attending and monitor PLC conversations Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Reinforce the use of Newsela within academic time, as well as, utilizing interventions such as IXL and Catch-up Math to aid students in developing skills needed and reassessing to check for understanding.			$0
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency	<u>Evidence</u> Attending and monitor PLC conversations Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		$0
		Use classroom assessment data to inform teacher's instructional decisions.			$0
Increase the percentage of students scoring Proficient or Distinguished on Math based	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC	<u>Evidence</u> Attend and monitor PLC conversations.		$0

on KPREP Assessment at Franklin Simpson High School from 43.3 to 45.9 by 2020.	**Strategy: Curriculum Monitoring and Review of Instructional Strategies**	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Curriculum Maps Walkthroughs Members Responsible Administration Teachers		$0
	KCWP 3: Design and Deliver Assessment Literacy	Monitor and evaluate the validity of assessments, standards, and learning targets.	<u>Evidence</u> Attending and monitor		$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Reinforce the use of Newsela within academic time, as well as, utilizing interventions such as IXL and Catch-up Math to aid students in developing skills needed and reassessing to check for understanding.	PLC conversations Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		$0
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency	<u>Evidence</u> Attending and monitor		$0
		Use classroom assessment data to inform teacher's instructional decisions.	PLC conversations Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		$0

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring Proficient or Distinguished on Science based on KPREP Assessment at Franklin Simpson High School from 35.4 to 67.7 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring Proficient or Distinguished on Science based on KPREP Assessment at Franklin Simpson High School from 35.4 to 38.3 by 2020.	KCWP 1: Design and Deploy Standards **Strategy: Curriculum Monitoring and Review of Instructional Strategies**	Review and conduct curriculum reviews/checks within the PLC Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery within their Science classes.	<u>Evidence</u> Attend and monitor PLC conversations. Curriculum Maps Walkthroughs Assessment Data <u>Members Responsible</u> Administration Teachers		$0
	KCWP 3: Design and Deliver Assessment Literacy	Monitor and evaluate the validity of assessments, standards, and learning targets. Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	<u>Evidence</u> Attend and monitor PLC conversations. Curriculum Maps Walkthroughs Assessment Data		$0
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency Use classroom assessment data to inform teacher's instructional decisions.	<u>Members Responsible</u> Administration Teachers		$0

3: Achievement Gap

Goal 3a: Decrease the gap rate of students scoring Proficient or Distinguished between the white group and disability group in Mathematics from 42.3 to 19.3 by 2030.

Goal 3b: Decrease the gap rate of students scoring Proficient or Distinguished between the white group and the disability group in Reading from 36 to 18 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Decrease the gap rate between the white group and disability group in Mathematics from 42.3 to 40.4 by 2020.	KCWP 1: Design and Deploy Standards **Strategy: Curriculum Monitoring and Review of Instructional Strategies**	Review and conduct cyclic curriculum reviews/checks within the PLC Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Evidence Attend and monitor PLC conversations. Curriculum Maps Walkthroughs Members Responsible Administration Teachers		$0
	KCWP 3: Design and Deliver Assessment Literacy	Monitor and evaluate the validity of assessments, standards, and learning targets. Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Evidence Attend and monitor PLC conversations Walkthroughs Overviews Members Responsible Administration Teachers		$0
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Use IXL diagnostics and STAR data to identify gaps in math and ELA concepts. Use Newsela and STAR data to identify gaps in reading concepts. Use classroom assessment data to inform teacher's instructional decisions.	Evidence Attend and monitor PLC conversations Walkthroughs Overviews Members Responsible Administration Teachers		$0
Decrease the gap rate between the white group and	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC	Evidence Attend and monitor PLC conversations.		$0

disability group in Reading from 36 to 34.4 by 2020.	**Strategy: Curriculum Monitoring and Review of Instructional Strategies**	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Curriculum Maps Walkthroughs <u>Members Responsible</u> Administration Teachers		
	KCWP 3: Design and Deliver Assessment Literacy	Monitor and evaluate the validity of assessments, standards, and learning targets.	<u>Evidence</u> Attend and monitor PLC conversations		$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Use IXL diagnostics and STAR data to identify gaps in math and ELA concepts. Use Newsela and STAR data to identify gaps in reading concepts.	<u>Evidence</u> Attend and monitor PLC conversations Walkthroughs Overviews <u>Members Responsible</u> Administration Teachers		$0
		Use classroom assessment data to inform teacher's instructional decisions.			

4: Transition Readiness

Goal 4: Increase the percentage of Hispanic students graduating transition ready from 60 to 82 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of Hispanic students graduating transition ready from 60 to 82 by 2030.	KCWP 5: Design, Align, and Deliver Support **Strategy: Employ monitoring strategies and inventions to aid in transition readiness.**	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified	<u>Evidence</u> Attend and monitor PLC conversations. Curriculum Maps Walkthroughs		$0
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	<u>Members Responsible</u> Administration Teachers		
	KCWP 4: Review, Analyze, and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below college and/or career readiness standards.	<u>Evidence</u> Attend and monitor PLC conversations. Curriculum Maps Walkthroughs <u>Members Responsible</u> Administration Teachers		$0

Goal 5: Increase the 4-year cohort graduation rate from 96.6 to 98 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the 4-year cohort graduation rate from 96.6 to 97 by 2020.	KCWP 4: Review, Analyze, and Apply Data **Strategy: Data Collection and Monitoring of Graduation Requirements**	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. (Transition Readiness)	Evidence Attend and monitor PLC conversations. Curriculum Maps Walkthroughs Assessment Data Members Responsible Administration Teachers		$0
		Develop a system for student monitoring using Google Drive.			
	KCWP 5: Design, Align, and Deliver Support	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.	Evidence Attend and monitor PLC conversations. Curriculum Maps Walkthroughs Assessment Data		$0
		Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	Members Responsible Administration Teachers		