

# 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

<b>Goal:</b> 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. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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 <b>measures</b> 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 1 (State your proficiency goal.): For the 2019-2020 school year, Allen County Scottsville High School will increase the averaged combined reading and math KPREP scores for all students from 74.3 to 80 by May of 2020.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Ensure that reading and math have a defined curriculum map with learning targets/activities aligned to standards in daily instructional practices.	Design and deliver instruction to ensure teachers determine the most effective strategies to use in order to ensure congruence to the intent of the learning target	Teachers will ensure congruency is present between standards, learning targets, and assessment. Teachers will develop student friendly learning targets based on Today I will.....So that I can....I know I have it when.....	Walk through data, departmental meeting notes;	May of 2020... Teachers, instructional coach, principals	\$0
	Windows of Common Practice	Regular updates to unit plans during faculty meetings, professional development days, and department meetings	Evaluation of instruction/utilization of units, ongoing observations and documentation, walk through data	May of 2020 Teachers, instructional coach, principals	\$0
	Common Assessments	Curriculum teams will archive common formative/summative assessments in shared teacher folders	Use of common assessment data to drive instructional practice	Weekly Data Teams	\$0
	Train english and math teachers in PEBC structure and provide PD in area.	Practice workshop structure as part of daily math and english instruction.	Student-centered classrooms within math and english department	Daily Principals, instructional coach, teachers	District PD Funds
<b>Objective 2</b>	Collect baseline data on all entering ninth graders in reading and mathematics.	Administration of the screening exams will take place in the first	Entrance scores compared to Round 1 CERT data	Fall and winter of 2019 Spring of 2020	\$0

Ensure that data is collected and analyzed to move students toward proficiency.		week of school during Pride homerooms		Data Team Meetings following completion of CERT Rounds 1, 2, and 3		
	Released ACT items will be embedded within instruction across all curricular areas		Formative assessment data collected and analyzed to view individual progress	Weekly scheduled department meetings/PLCs	\$0	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.) For the 2019-2020 school year, Allen County Scottsville High School will increase the averaged combined science and writing KPREP scores for all students from 69.3 to 75.3 by May of 2020.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<b>Objective 1</b> High school students will score proficient or above in science as measured by the 2020 KPREP assessment.	Ensure Tier 1 & 2 instruction and assessments meet the intent of the standards	Refine common assessments and ensure vertical alignment. Ensure that assessments are congruent to the level of the standard.	Assessments are loaded in the Link-it platform and aligned to the district pacing guide. Test items mirror standard language	October 2019 and March 2020 Principals, Counselors, Interventionists, Coach	\$0	
	Windows of Common Practice Common Assessments	Ensure ongoing professional development in the area of comprehension strategies while developing student ownership and independence as readers, writers, and thinkers of science content. (Scientists)	Classrooms exhibit elements of workshop as part of the daily learning routine.	May 2020 Principals, instructional coach, teachers	\$0	
		Ensure vocabulary development is a part of daily instruction.	Vocabulary development happens throughout the lessons as part of the daily routine.	May 2020 Principals, instructional coach, teachers	\$0	
	Train science teachers in PEBC structure and provide PD in area.	Practice workshop structure as part of daily science instruction.	Student-centered classrooms within the science department	Daily Principals, instructional coach, teachers	District PD Funds	

<b>Objective 2</b> High school students will score proficient or above in writing as measured by the 2020 KPREP assessment.	Ensure Tier 1 & 2 instruction and assessments meet the intent of the standards	Writing is embedded within all content areas.	Content specific open response questions on unit tests	End of units Quarterly assessments and May 2020 teachers, principals, instructional coach	\$0	
		Ensure ongoing professional development in the area of comprehension strategies while developing student ownership and independence as writers	Classrooms exhibit elements of writing as part of the daily learning routine.	Daily May 2020 teachers, principals, instructional coach	\$0	
		Ensure vocabulary development is a part of daily instruction.	Vocabulary development happens throughout the lessons as part of the daily routine.	Daily May 2020 teachers, principals, instructional coach	\$0	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): The percentage of non-duplicated Gap students below proficiency in mathematics and/or English will decrease by at least 10% per subject area.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Establish protocols for reaching students in Tiers I, II or III within the classroom and through pull-out programs.	Universal screening with data collection and analysis	CERT screening will be given to grades 9-11 three times over the course of the year. Data will be accessible to all teachers.	Tracking of scores through shared spreadsheets	Fall and winter of 2019 Spring of 2020 Principals, Counselors, Interventionists, Instructional Coach	\$500
		Seniors will use 11th grade ACT and CERT scores as baseline diagnostics for work with Interventionists.	Tracking of scores through shared spreadsheets	Fall and winter of 2019 Spring of 2020 Principals, Counselors, Interventionists, InstructionalCoach	\$0
	Intervention embedded within core classes	Teachers will have access to CERT intervention resources for use during class.	Teacher tracking of student progress over time, with comparison to CERT data	Interventionist-to-teacher data team process	\$0
		All classes will have one extra 30 minute block of time per week to work with each class – PRIDE.	Teacher tracking of student progress over time, with comparison to CERT data	Interventionist-to-teacher data team process	\$0
	Intervention through interventionists during elective courses	Students will be pulled from elective courses to participate in a combination of computer-assisted instruction and individual/small-group tutoring with an intervention specialist.	CERT diagnostics	Interventionist	\$1500
<b>Objective 2</b> Strengthen the co-teaching model in collaborative courses	Grow subject-specific expertise and efficacy in ECE teachers and modification expertise and efficacy in general education teachers	Co-teaching pairs assigned to allow continued growth as a team over the course of both semesters, including common planning time.	CTE documentation, walkthrough data, and continuum for reflection	ECE and Instructional Assistant Principals	\$0
		Collaborative pairs will participate in all levels of instructional design, implementation, and assessment analysis through the Professional Learning Community process.	Evidence of instructional design elements	ECE and Instructional Assistant Principals	\$0

	Comparative analysis of co-teaching model in core subject areas	Ongoing dialogue between teacher evaluators will be utilized to discuss evidence of successful implementation of co-teaching model in core classes.	CTE documentation, walkthrough data, continuum for reflection	ECE and Instructional Assistant Principals	\$0	
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4: Growth

Goal 4 (State your growth goal.): Not applicable for high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Allen County-Scottsville High School will increase the percentage of students who are Transition Ready from 84.2 to 88 by May 2020. Every student matriculating will reach transition readiness in at least one of the four defined categories: Academic, Career, Military, or School-to-Work.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Students will create a pathway in accordance with Transition Readiness.	All students will set personal goals and self-assess their transition ready status.	Students will regularly check their transition status during PRIDE.	Students can articulate where their current standing and next steps for success	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
		Transition readiness will be made accessible in a shared, electronic, read-only format for all teachers.	Students can articulate where their current standing and next steps for success	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
		Teachers and students will be trained on the ACSHS Transition Readiness matrix.	Posted throughout building	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
<b>Objective 2</b> Intervention structure and procedures will ensure all students are transition ready.	The interventionist, career counselor, JROTC instructors, and instructional administrator will monitor transition data regularly.	Monthly meeting to update transition readiness, update data and move students to intervention as needed	Notes/ minutes from. Monthly administrative data team meeting	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
Transitional Readiness Intervention - Administrative staff and Guidance will provide effective college and career advising that includes targeted interventions, course and assessment alignment, and adequate communication to students, staff and parents	Transition Readiness Intervention - Administrative staff and Guidance will provide effective college and career advising that includes targeted interventions and course pathway tracking.	Students scoring below benchmark on the ACT in either one or two areas of math, reading, or English will be pulled from elective classes/study halls/or during PRIDE by content area teachers for intervention before taking the college entrance exams.	Notes/ minutes from. Monthly administrative data team meeting	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Graduation rate will increase from 95.1 to at least 96%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Collaborate to ensure a graduation rate of 96% by May 2020 as measured by graduation rates provided by the Kentucky Department of Education.	Advising/Mentoring - Teachers will have a group of students to mentor/advise throughout their high school career. Students at high risk of dropping out in those rooms will be identified using attendance, grades, and behavior as criteria. Teachers will be provided time within the school day to develop a relationship with the students and guide them throughout their high school years.	Teachers will be assigned a PRIDE homeroom to follow from 9th grade throughout their high school career. PRIDE homerooms meet once per week on Fridays during PRIDE (30 minute intervention period). Students at high risk of dropping out will be flagged for special attention by PRIDE homeroom teacher using attendance, grades, and behavior as criteria. Teachers will work to develop a relationship with the students and guide them throughout their high school years.	Daily, Weekly, Monthly mentoring monitoring	Behavioral Support Program, Career Preparation/Orientation  Aug. 2019-May 2020	\$55000
	Credit Recovery/Intervention - A credit recovery room will continue at the Alternative School for students who have fallen behind and will not graduate on time. Also, intervention will take place during PRIDE with students rotating back to each block class for an extra 35 minutes throughout the week. This will be used to help prevent students from falling behind. By keeping students on track or helping them catch up, dropout rates should decrease. Category: Persistence to Graduation	Credit recovery room has been established and will continue at our alternative school for students who have fallen behind and will not graduate on time. We also provide credit recovery during after school sessions for those students who have failed a fall semester class and meet criteria. We will continue to offer a two week summer school credit recovery for those students who have failed either fall or spring semester classes and meet criteria	Teacher tracking of student progress over time,	Aug. 2019-May 2020 Principals, Guidance Counselors, Mike Kello, Greg Dunn and Jeff Rippey	District Funding
	Data Teams - Teachers with common courses and	Teachers with common courses and common planning are teamed.	Notes/ minutes for department head	Review at faculty meetings Aug. 2019-May 2020	District Funding

	<p>common planning are teamed. They will meet weekly to analyze data from common assessments. This analysis will determine next steps for instruction and what interventions are necessary for those who are not meeting proficiency.</p> <p>Category: Professional Learning &amp; Support</p> <p>Research Cited: Schools that doubled their performance: Set goals Analyzed student data Used formative assessments Collectively reviewed evidence on good instruction Used time more effectively Were led by leaders providing instructional leadership</p> <p>Hattie 2009</p>	<p>They will meet weekly to analyze data from common assessments. This analysis will determine next steps for instruction and what interventions are necessary for those who are not meeting proficiency.</p>	<p>meetings and reports from department head.</p> <p>Evaluation of instruction/utilization of units</p> <p>Use of common assessment data to drive instructional practice</p> <p>Evidence of individual, class, and course improvement over time</p>	<p>Principals, Instructional Coach</p>		
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7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Ensure a physically and emotionally safe environment for all	Each administrator will have very specific duties, including discipline, safety and curriculum	Manual of assigned duties given to each administrator	Clear delineation of duties with office referrals, faculty meetings and professional development sessions	Principals Aug. 2019-May 2020	\$0
		Administrative training before school year and periodically throughout the school year to clarify and amend duties, as needed	Track of frequency and type of office referrals	Principals Aug. 2019-May 2020	\$0
		Administrators share their daily documentation with each other at the end of each school day, ensuring that no student or issues overlooked.	Principal keeps a file containing each administrator’s daily documentation logs	Principals Aug. 2019-May 2020	\$0
<b>Objective 2</b> Minimize barriers to learning	Barriers to learning will be promptly identified and addressed by school personnel through surveys and follow-up interviews	YSC will administer semi-annual surveys to parents and students to identify physical and emotional needs that inhibit learning at school. Administrators will follow up with interviews of affected students or guardians, as needed	Increased attendance. Improved classroom grades and state/national test scores.	Principals Aug. 2019-May 2020	\$0
		A feature of each bi-monthly faculty meeting will be educators sharing students’ barriers to learning of which they are aware. The session will include a plan to alleviate or eliminate the identified barriers.	Increased attendance. Improved classroom grades and state/national test scores. Fewer discipline referrals	Principals Aug. 2019-May 2020	\$0

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:
<p><b>Consider:</b> 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><b>Response:</b></p>
Identification Of Critical Resources Inequities:
<p><b>Consider:</b> 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><b>Response:</b></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"/>
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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.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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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