

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.					
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 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 1 (State your proficiency goal.): Calvary Elementary school will strive to grow in the areas of math and reading by the year 2024. By 2024 Calvary Elementary School students will achieve 85% proficient and distinguished in math, and 80% proficient and distinguished in reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Calvary Elementary School’s goal for the 2020-2021 school year will be to obtain 70% proficient/distinguished in math. Objective 2 Calvary Elementary School’s goal for the 2020-2021 school year will be to obtain 65% proficient/distinguished in reading.	KCWP 2: Design and Deliver Instruction • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Effective use of online technologies to implement blended learning and personalized learning, STEM activities will also be used to expand on student understanding of math concepts.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		Teachers will grow in their ability to teach math content by attending professional developments from the Kentucky Center for Mathematics. Teachers will also work collaborate together and observe other teachers in their classrooms. Personalized Professional Development will be used by principal to help teachers grow.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
	KCWP 4: Review, Analyze and Apply Data • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly PLC’s will be used to monitor student data, and plan effective lessons.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		MAP testing, DRA, and benchmark assessments will be taken by students, and the data will be used to plan instruction.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS

Goal 1 (State your proficiency goal.): Calvary Elementary school will strive to grow in the areas of math and reading by the year 2024. By 2024 Calvary Elementary School students will achieve 85% proficient and distinguished in math, and 80% proficient and distinguished in reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Calvary Elementary school will strive to grow in the areas of social studies, and writing. By 2024 Calvary Elementary School students will achieve 85% proficient/distinguished in social studies, 80% proficient and distinguished in science, and 85% proficient and distinguished in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Calvary Elementary School's goal for the 2020-2021 school year will be to obtain 65% proficient/distinguished in writing, 65% in science, and 65% proficient/distinguished in social studies.	KCWP 2: Design and Deliver Instruction <ul style="list-style-type: none">• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Implementation of high yield strategies based on John Hatti's effect size.	Summative assessments such as bench marks live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		Effective use of online technologies to implement blended learning and personalized learning in the classroom. Collaboration between grade level team teachers, and departmentalizing grade four and five. STEM activities will also be used to expand on student understanding of math concepts. Personalized Professional Development, and improving our understanding of new statewide standards.		December 20, 2020 March 30, 2021	Title I, SBDM, ESS
	KCWP 4: Review, Analyze and Apply Data <ul style="list-style-type: none">• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly PLC's will be used to monitor student data, and plan effective lessons.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		Benchmark assessments will be taken by students, and the data will be used to plan instruction.		December 20, 2020 March 30, 2021	Title I, SBDM, ESS

Goal 2 (State your separate academic indicator goal.): Calvary Elementary school will strive to grow in the areas of social studies, and writing. By 2024 Calvary Elementary School students will achieve 85% proficient/distinguished in social studies, 80% proficient and distinguished in science, and 85% proficient and distinguished in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will also take part in live scoring which will then be used to plan effective instruction.			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Calvary Elementary School’s GAP students will strive to grow in the areas of math and reading by the year 2024. By 2024 Calvary Elementary School students will achieve 80% proficient and distinguished in math, and 75% proficient and distinguished in reading, science, social studies and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Calvary Elementary School’s free and reduced lunch students for the 2020-2021 school year will be to obtain 65% proficient/distinguished in math, and 60% proficient and distinguished in reading. Calvary GAP students will improve the 60% proficient and distinguished in social studies, science, and writing.	KCWP 2: Design and Deliver Instruction • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Effective use of online technologies to implement blended learning and personalized learning in the classroom. STEM activities will also be used to expand on student understanding of math concepts.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		Implementation of high yield strategies based on John Hattie’s effect size. Teachers will grow in their ability to teach math content by attending professional developments from the Kentucky Center for Mathematics. Teachers will also work collaborate together and observe other teachers in their classrooms. Personalized Professional Development will be used by principal to help teachers grow.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
	KCWP 4: Review, Analyze and Apply Data • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Weekly PLC’s will be used to monitor student data, and plan effective lessons.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		MAP testing, DRA, and benchmark assessments will be taken by students, and the data will be used to plan instruction.	Summative assessments such as benchmarks, live scoring and other assessments will be	December 20, 2020 March 30, 2021	Title I, SBDM, ESS

Goal 3 (State your achievement gap goal.): Calvary Elementary School’s GAP students will strive to grow in the areas of math and reading by the year 2024. By 2024 Calvary Elementary School students will achieve 80% proficient and distinguished in math, and 75% proficient and distinguished in reading, science, social studies and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			used to measure growth.		
Objective 2					

4: Growth

Goal 4 (State your growth goal.): By 2024 85% of Calvary students will have shown grown in all subject areas.																														
<table><tr><th colspan="3">Beginning to End of Year</th></tr><tr><th>Grade</th><th>Reading</th><th>Math</th></tr><tr><td>K</td><td>17.1</td><td>19.1</td></tr><tr><td>1</td><td>16.8</td><td>18.4</td></tr><tr><td>2</td><td>14</td><td>15.2</td></tr><tr><td>3</td><td>10.3</td><td>13</td></tr><tr><td>4</td><td>7.8</td><td>11.6</td></tr><tr><td>5</td><td>6.1</td><td>9.9</td></tr></table>			Beginning to End of Year			Grade	Reading	Math	K	17.1	19.1	1	16.8	18.4	2	14	15.2	3	10.3	13	4	7.8	11.6	5	6.1	9.9				
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Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding																								
Objective 1 Calvary Elementary School will have 60% of students achieve their growth goal.		KCWP 2: Design and Deliver Instruction <ul style="list-style-type: none">• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Effective use of online technologies to implement blended learning and personalized learning in the classroom. STEM activities will also be used to expand on student understanding of math concepts.	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS																								
			Implementation of high yield strategies based on John Hattie’s effect size. Teachers will grow in their ability to teach math content by attending professional developments from the Kentucky Center for Mathematics. Teachers will also work collaborate together and observe other teachers in their classrooms. Personalized Professional Development will be used by principal to help teachers grow.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS																								

Goal 4 (State your growth goal.): By 2024 85% of Calvary students will have shown grown in all subject areas.

Beginning to End of Year		
Grade	Reading	Math
K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Weekly PLC’s will be used to monitor student data, and plan effective lessons.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		MAP testing, DRA, and benchmark assessments will be taken by students, and the data will be used to plan instruction.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2024 100% of students will be transition ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In the 2020-2021 School Year 65% of CES students will be transition ready.	KCWP 2: Design and Deliver Instruction <ul style="list-style-type: none">• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Effective use of online technologies to implement blended learning and personalized learning in the classroom. STEM activities will also be used to expand on student understanding of math concepts. Implementation of high yield strategies based on John Hattie’s effect size.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
		Weekly PLC’s will be used to monitor student data, and plan effective lessons. MAP testing, DRA, and benchmark assessments will be taken by students, and the data will be used to plan instruction.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	December 20, 2020 March 30, 2021	Title I, SBDM, ESS
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
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:
<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>
Identification Of Critical Resources Inequities:
<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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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
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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