

# 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.

1: Proficiency Goal

Goal 1: By 2022, Newport Primary School will increase the number of students scoring proficient in mathematics from 38.4% to 70% and in reading from 33% to 70% as demonstrated on Measure of Academic Progress.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Newport Primary School will increase the number of students scoring proficient in reading from 33% to 53% and in mathematics from 38.4% to 58.4% as demonstrated on Measure of Academic Progress. POP 1	<u>Design &amp; Deploy Standards</u> All teachers will collectively and collaboratively execute the adopted PLC Protocol to effectively and accurately deploy KAS standards, design high quality lessons aligned to the adopted instructional process, analyze, review and apply data with high levels of fidelity.	<u>Process:</u> The school leadership team will ensure ongoing professional development in the area of KAS Standards to aid in the development of Instructional Lesson Designs focusing on coherence and progression of standards at each grade level.	- Quality instructional lesson designs aligned to grade level standards	- Weekly PLC's with Instructional Coach analyzing assessment data - Monthly PLC lead meetings analyze grade level and school-wide data - 80% proficiency on essential standards (graphing/visually)	N/A
		<u>Practice:</u> School Admin Team will research and select high yield instructional strategies (1-2 each month) to be modeled and shared with teachers in monthly PLCs, with the expectation that teachers will embed the high yield instructional strategies into reading and math core instruction.	-Formative and summative assessment data will be analyzed during PLCs and PLC lead meetings. Admin team will monitor implementation and give feedback and support as needed.	-PLC observations, lesson plans, and PLC lead meetings -Students - analyze study/act data	N/A
		<u>Practice:</u> PLCs will utilize the PLC Protocol to ensure effective execution of a PDSA model to ensure continuous improvement for teaching and student learning	-School-wide continuous learning approach to evaluating and monitoring effective strategies, PLCs, lesson design through next steps in PLCs and with Administrative decision making	-Weekly PLC's with Instructional Coach analyzing assessment data -Monthly PLC lead meetings analyze grade level and school-wide data	SIG- Global PD ~\$1,000
	<u>Design, Align, Deliver Support Processes</u>	<u>Process:</u> The Administrative and Change Team will develop, communicate and implement a	Percentage of students receiving Tier III intervention decreases	Monthly during Site Intervention Team meetings	SIG- Solution Tree ~ \$6,500

	Develop a systematic approach for the design, alignment and delivery of support services to ensure student proficiency in reading and math.	clearly defined RtI process that includes screenings, assessments, interventions, goal setting, data monitoring, progress checks. (Admin, District RtI, School Leadership) <u>Process:</u> Admin team will ensure professional learning in the area of RtI/Mike Mattos/Solution Tree.	throughout the year -fluid RtI process established and communicated with all stakeholders in a formalized plan	Teacher feedback and/or plus-delta on the process (e.g. forms, efficiency, communication)	
	<u>Design and Delivery of Instruction</u> Administration will ensure highly effective, evidence-based instruction is provided to all students in the classroom.	<u>Process:</u> Administrative team will routinely monitor the quality and implementation of instructional lesson designs. <ul style="list-style-type: none"> <li>• Whole Group Core</li> <li>• Scholastic Small Group Guided Reading Instruction (Tier 1 and Tier 2)</li> <li>• Kagan</li> <li>• Guided Math</li> <li>• Formative Assessments</li> <li>• Standards based instruction</li> </ul>	- Every teacher designs and delivers lessons with the framework that includes all components of the Classroom Structures - Walk through schedules - Analyzing coaching feedback (Kagan, Guided Reading,	- PLC Lesson Design observations -Analysis of walkthrough data with immediate feedback to teachers with the following support provided: peer observations, modeling of lessons, one-on-one lesson planning with instructional coach - Coaching and feedback from Scholastic (monthly) and Kagan (3 times a year) -Onboarding with new teachers on the Classroom Structures	SIG- Scholastic Guided Reading ~ \$27,588  SIG- Kagan Coaching ~ \$9,000  SIG- Guided Math ~ \$4,662

2: Separate Academic Indicator

Goal 2: By 2022, Newport Primary School will have no less than 70% of 2nd grade students score at least proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic standards which ensures students are transition ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Newport Primary School will have no less than 40% of 2nd grade students score proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic standards. POP 2	Develop a systematic approach in order to <b>design and deliver core instruction</b> in writing to ensure a culture of writing across content and grade levels.	<u>Process:</u> Administrative team, in collaboration with teachers, will develop a writing plan (writing expectations and progression of standards) that will be monitored and evaluated during the PLC process.	-All teachers design and deliver writing instruction aligned to the writing plan	-PLCs in collaboration with Admin will monitor the fidelity of the writing plan in the Plan and Do phases of the Instructional Lesson Design. -Walkthrough	N/A
		<u>Process:</u> Writing team will develop an assessment protocol including exemplars and rubrics	- Products are created	Students writing analysis done in PLCs using the assessment protocol	N/A
		<u>Process:</u> Administrative team will ensure building-wide training and implementation of evidence based instructional writing practices	-Writing instruction is reflected in Instructional Lesson Designs -Walkthrough data	Instructional lesson design observation data that leads to teacher feedback.	Writing Training - SIG Grant - \$2,500

3: Achievement Gap

<p>Goal 3: By 2022, Newport Primary School will increase the percentage of African Americans students scoring proficient/distinguished on the Math MAP Assessment from 27% to 70% and from 29% to 70% on the Reading MAP Assessment.</p> <p>By 2022, Newport Primary School will increase the percentage of students with an IEP scoring proficient/distinguished on the Math MAP Assessment from 21% to 70% and from 15% to 70% on the Reading MAP Assessment.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2021, Newport Primary School will increase the percentage of African Americans students scoring proficient/distinguished on the Math MAP Assessment from 27% to 70% and from 29% to 70% on the Reading MAP Assessment.</p>	<p><u>Establishing Learning Culture and Environment</u> Ensure all classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.</p>	<p><u>Process:</u> Administrative team and Change Team (School Leadership Team) will research culturally responsive teaching best practices and strategies to implement building-wide.</p>	Increased knowledge of culturally responsive teaching	Change Team minutes will reflect progress of activities and discussions.  Pre and post survey to reflect increased knowledge of CRT.	CRT professional learning - SBDM ~ \$500.00
		<p><u>Process:</u> Administrative team and Change Team (School Leadership Team) develop expectations and guidelines for Culturally Responsive Teaching</p>	CRT strategies are implemented with 100% success in classrooms.	Classroom observation data that leads to feedback and follow-up.	N/A
		<p><u>Process:</u> The Administrative Team will provide professional learning opportunities for teachers in CRT. Teachers will implement specific CRT strategies to engage students.</p>	100% of teachers participate in CRT professional learning.	Classroom observation data that leads to feedback and follow-up.	CRT professional learning - SBDM ~ \$500.00
	<p><u>Review, Analyze, and Apply Data</u> Analyzing academic and non-academic data to inform next steps for individual students and groups of students.</p>	<p><u>Practice:</u> Administrative and PLC teams will monitor student data (growth, referrals, attendance) consistently and routinely during the study and act phase to ensure strategies are effective.</p>	Decrease in percentage of discipline referrals for African American students.	Team meets to complete a study/act on African American non-academic data.	N/A
			Increase the percentage of African American students demonstrating classroom achievement and as a result scoring proficient and distinguished on	Weekly PLC's will complete a study/act on African American students following the PLC protocol.	

			<p>the Math and Reading MAP Assessment.</p> <p>Increase the attendance percentage for African American students.</p>		
<p>Objective 2 By 2021, Newport Primary School will increase the percentage of students with an IEP scoring proficient/distinguished on the Math MAP Assessment from 21% to 70% and from 15% to 70% on the Reading MAP Assessment.</p>	<p><u>Review, Analyze, and Apply Data</u> Analyzing academic and non-academic data to inform next steps for individual students and groups of students.</p>	<p><u>Practice:</u> Administrative and PLC teams will monitor student data (growth, referrals, attendance) consistently and routinely during the study and act phase to ensure strategies are effective.</p>	<p>Decrease in percentage of discipline referrals for students with an IEP.</p> <p>Increase the percentage of students with an IEP scoring proficient and distinguished on the Math and Reading MAP Assessment.</p> <p>Increase the attendance percentage for students with an IEP.</p>	<p>Team meets to complete a study/act on students with an IEP non-academic data.</p> <p>Weekly PLC's will complete a study/act on students with an IEP following the PLC protocol.</p>	N/A
	<p><u>Design and Deliver Instruction</u> General education and special education teachers implement academic and non-academic evidence-based instructional strategies with fidelity.</p>	<p><u>Process:</u> The school leadership team will ensure ongoing professional development in the areas off:</p> <ul style="list-style-type: none"> <li>• Co-teaching</li> <li>• Specific strategy selection of accommodations and modification</li> <li>• Roles &amp; expectations for classroom and special education teachers</li> </ul>	<p>Co-Teaching models are implemented in all classrooms.</p> <p>Implementation of accommodations and modifications in classrooms with students who have an I.E.P.</p> <p>Teachers have a clear understanding of their role with students who have an I.E.P.</p>	<p>Administration will reflect monthly on the success of the plan based on student data and teacher feedback via PLC Lead meeting and make adjustments as necessary.</p> <p>Classroom observation data that leads to feedback and follow-up.</p> <p>Surveying general education and special education teachers.</p>	N/A

4: Growth

Goal 4: By 2022, Newport Primary School will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished on Reading MAP and 70% of students scoring proficient/distinguished on Math MAP as measured by Spring MAP Testing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Newport Primary School will demonstrate categorical growth demonstrated by increases in our percentage of proficient/distinguished on Reading MAP from 33% to 53% and Math MAP from 38.4% to 58.4%.	<u>Review, Analyze, and Apply Data</u> Analyzing academic data to inform next steps for individual students and groups of students.	<u>Practice:</u> Administrative Team and PLCs will use the study/act protocol in order to adjust and pinpoint needs for reteach, restrategize, and monitor student progress and mastery of the standard.	Student data will improve in categorical growth	Weekly PLC's analyzing student data  Analyzing student data during PLC Lead Meetings	N/A
		Administrative teams will refine the current data/assessment plan that ensures relevant and timely data is monitored and effectively used to make instructional adjustments.  Resources: <ul style="list-style-type: none"><li>• Assessment tools and resources</li><li>• Data tracking tools and resources</li><li>• EduClimber DNA<ul style="list-style-type: none"><li>○ Professional Learning</li></ul></li></ul>	Student data will improve in categorical growth	Reviewed during weekly admin meetings  Weekly PLC's analyzing student data  Analyzing student data during PLC Lead Meetings	N/A
	<u>Review, Analyze, and Apply Data</u> Analyzing non-academic data to inform next steps for individual students and groups of students.	<u>Process:</u> Administrative team will refine the process of monitoring and communicating non-academic supports and removal of barriers to learning embedded within the Study/Act protocol that includes the following: <ul style="list-style-type: none"><li>• Attendance</li><li>• Behavior</li><li>• Trauma</li><li>• Basic needs</li><li>• Emotional/Social Supports</li></ul>	Students will be provided support as needed  Student data will improve in categorical growth	Monitoring of Study/Act data  MAP data reflects categorical growth  Monitoring system effectiveness and making improvements as necessary	N/A

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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<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? <b>Response:</b>
<b>Identification Of Critical Resources Inequities:</b>
<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. <b>Response:</b>

Targeted Subgroups and Evidence-Based Interventions:		
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>		
Evidence-based Activity	Evidence Citation	Uploaded in eProve
		<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
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**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
Guided Reading	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first - fourth grade: theory to practice. Texas Journal of Ilteracy Education 2 (2), 117-126	<input checked="" type="checkbox"/>
KAGAN	Minor, V. Ten Years Later: Personal Reflections on Returning Home. Kagan Online Magazine, Issue #58. San Clemente, CA: Kagan Publishing. www.KaganOnline.com	x <input type="checkbox"/>
Lexia	WWC Intervention Report, Lexia Reading. June (2019). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwwc_lexia_063009.pdf	x <input type="checkbox"/>
Professional Learning Communities (PLC)	Hamilton, L., Halverson, R. Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	x <input type="checkbox"/>
Response to Intervention (RTI)	Gersten, R., Compton, D., Connor, C.M. Dimino, J. S	x
Direct Instruction	What Works Clearinghouse - Reading Mastery. (2010, August). Retrieved June 4, 2019, from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readmast_081010.pdf	x

Culturally Responsive Teaching	Mayfield, V. M., & Garrison-Wade, D. (2015, July). Culturally responsive practices as a whole school reform. Retrieved December 3, 2019, from <a href="https://files.eric.ed.gov/fulltext/EJ1069396.pdf">https://files.eric.ed.gov/fulltext/EJ1069396.pdf</a>	x
Guided Math	K-5 Math Intervention and Response to Intervention[Scholarly project]. (2017, May). In Hanover Research. Retrieved from <a href="https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment%20documents/K-5%20Math%20Instruction%20and%20Response%20to%20Intervention.pdf">https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment documents/K-5 Math Instruction and Response to Intervention.pdf</a>	x□
Writing	Slavin, R., Lake, C., Inns, A., Baye, A., Dachtel, D., & Haslam, J. (April 2019). A Quantitative Synthesis of Research on Writing Approaches in Grades 2 to 12. Retrieved from <a href="http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf">http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf</a>	x
Dreambox	Wang, H., & Woodworth, K. (2011). Evaluation of Rocketship Education’s use of DreamBox Learning’s online mathematics program. Menlo Park, CA: SRI International. Retrieved from <a href="http://www.dreambox.com">http://www.dreambox.com</a> Additional source: Wang, H., & Woodworth, K. (2011). A randomized controlled trial of two online mathematics curricula. Evanston, IL: Society for Research on Educational Effectiveness.	x