# 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |

**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 1*By 2021, we will increase the number of students scoring Proficient**In reading from 43.1% to 63.1%* *In math from 35.4% to 60.4%* | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1During the 2020-21 school year the percentage of students scoring proficient in reading will increase from 43.1% to 53.13% *(48 students)*, andthe percentage of students scoring proficient in math will increase from 35.4% to 50.4% *(62 students)*.(Data is from 18-19) | Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and the such data is reviewed for analysis of strategy and program improvements | Teachers complete CCI Level 1 TrainingTeachers prepare classroom systems that includes 8 stepsStudents participate in classroom system using quality tools (i.e. plus/delta, affinity charts, consensograms, ways we learn strategies) | Learning reflections, self-assessmentsPLC, learning walk dataClassroom PDSA during Learning Walks, Student Surveys | 30-60-90 Monthly by committee & administrative team | $100 per teacher |
| Ensure that vertical curriculum mapping is occurring between 2nd/3rd and 5th/6th to identify instructional gaps, including planning for the introduction of the standard, development, and gradual release phases, and arrival at standards mastery. | 2nd/3rd & 5th/6th grade teachers will meet one Wednesday per month to review reading, writing and math deconstructed standards and gain a deeper understanding of vertical standards.All teachers will plan for introduction and mastery of standards. | Revised curriculum documents, PLC & Goal Team DocumentsRevised curriculum documents, PLC & Goal Team Documents | 30-60-90 Monthly by committee & administrative team | $0 Time of teachers |

## 2: Separate Academic Indicator

## 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 2 Goal 2 (*State your separate academic indicator goal):*  *By 2021, we will increase proficiency in:*   * *Science from 17.5 to 40%* * *Social studies P/D from 52.3% to 70%* * *Writing P/D from 29.8 to 45%* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1During the 2020-21 school year the percentage of students scoring proficient in science will increase from 17.5 % to 30% (50 students). | Develop a tracking system for monitoring of student achievement progress by learning targets and by standard. | Professional learning for teachers and review of curriculum documents for clarity. | PLC/PDSA DocumentsAssessments in Google | 30-60-90 Monthly by committee & administrative team | $0 |
| Objective 2During the 2020-21 school year the percentage of students scoring proficient/distinguished in social studies will increase from 52.3 % to 58% (102 students). | Develop a tracking system for monitoring of student achievement progress by learning targets and by standard. | Professional learning for teachers and review of curriculum documents for clarity. | PLC/PDSA DocumentsAssessments in Google | 30-60-90 Monthly by committee & administrative team | $0 |
| Objective 3During the 2020-21 school year the percentage of students scoring proficient/distinguished in writing from 29.8 to 35% (62 students). | Ensure ongoing professional development in the area of best practice instructional strategies for writing | Teachers will learn about best practice strategies for students that are economically disadvantaged.Students will implement best practice strategies | Curriculum Documents, PLC Discussion and DocumentsStudent Plus/Delta, KPREP Data | 30-60-90 Monthly by committee & administrative teamMonthly student writing sample data | $0 |
|
|
|
|
|

## 

## 3: Achievement Gap

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 3 (State your achievement gap goal:  *By 2021, we will decrease the number of Students with Disabilities scoring Novice*   * *In reading from 51.1% to 20%* * *In math from 43.6% to 15* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1During the 2018-19 school year the percentage of students with disabilities scoring novice in reading will decrease from 51.1% to 35.3%, and the percentage of students with disabilities scoring novice in math will decrease from 43.6% to 32.6%. | Plan for and implement active student engagement strategies | Teachers and students will implement engagement strategies | Student & Teacher Plus/Delta, PLC documents | 30-60-90 Monthly by committee & administrative team | $1,000 | |
|
|
|
|
|
| Enable students to develop leadership roles within the classroom. | Teachers complete CCI Level 1 TrainingTeachers prepare classroom systems that includes 8 stepsStudents participate in classroom system using quality tools (i.e. plus/delta, affinity charts, consensograms, ways we learn strategies) | Learning reflections, self-assessmentsPLC, learning walk dataClassroom PDSA during Learning Walks, Student Surveys | 30-60-90 Monthly by committee & administrative team | $100 per teacher | |

## 4: Growth

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 4 (*State your Growth goal):*  By 2021, we will increase the percentage of students moving at least one scoring category:  In reading from 17% to 32%.  In math from 18% to 33%. | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  During the 2018-19 school year the percentage of students moving at least one scoring category in reading will increase from 17% to 22% (113 students) and  the percentage of students moving at least one scoring category in math will increase from 18% to 23% (118 students) | Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs,/strategies, SMART goal measurement, and progress monitoring checks. | Intervention team develops a clear plan with documents and toolsProfessional learning to support the use of the tools and documents to implementMTSS Implement MTSS process with fidelity | Documents developed for MTSS process PLC documents, agendas, Google Classroom  Learning walks/walkthroughs, | 30-60-90 Monthly by committee & administrative team | $0  Time of Intervention Team | |
|
|
|
|
|
| Refine school-wide positive behavioral and Interventions supports (PBIS) system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. | Develop a clear Behavior Plan that includes information from PBIS, Student Handbook, Family/Student/School Compact  Develop and provide professional learning for student self-monitoring and immediate feedback  Implement all parts of the PBIS system with fidelity | Documents developed and shared with community via school website and DoJo  PLC documents, agendas, Google Classroom  Learning walks/walkthroughs,  PBIS Systems Checks (ABRI) | 30-60-90 Monthly by committee & administrative team | $0  Time of Intervention Team and PBIS (Growth Goal) Team | |
|
|
|
|
|

## 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:**  Our school has improved our school leadership through increased opportunities. Systems have been developed, implemented and revised through the school leadership team. |
| **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:**  Please see attached documents. |

|  |
| --- |
| **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 in strategies specific to students that are economically disadvantaged | Jensen, Payne | ☒ | | Empower students to have a voice in their learning | Shipley | ☒ | |  |  | ☐ | |  |  | ☐ | |  |  | ☐ | |

|  |
| --- |
| **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:** |

**Principal Signature : \_\_\_\_\_\_Charlotte Arvin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approval Date:\_\_\_\_\_11/13/20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Asst. Principal Signature : \_\_\_Brooke Young\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approval Date:\_\_\_\_\_\_\_11/13/20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Counselor Signature : \_\_\_Renae Wainscott\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approval Date:\_11/13/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SBDM Council Signatures:**

|  |  |
| --- | --- |
| Samantha Cox 11/16/20 | Amanda Baker 11-16-2020 |
| Danielle Howard 11/16/2020 |  |
| Brittany Gilbert 11/16/2020 |  |

**SBDM Approval Date:\_\_\_\_November 16, 2020\_\_**

**Leadership Team Signatures:**

|  |  |
| --- | --- |
| Chris Shouse 11/13/20 | Jenny Osborne 11/13/2020 |
| Traci Baber 11/13/20 | Dezna Napier 11/13/20 |
| Katelyn Durham 11/13/20 | Danielle Howard 11/13/2020 |
| Samantha Cox 11/13/20 | Donetta Tiller 11/13/2020 |

**Team Approval Date:\_\_\_\_\_November 13, 2020\_\_\_\_\_\_\_\_\_\_**