# 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.

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| * [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)
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**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

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| **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

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| Goal 1 (State your proficiency goal.):**Increase the number of students proficient in reading based on MAP from 62% to 75% in 2021 and increase the number of students proficient in math based on MAP from 69% to 80% in 2021.** |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the number of students proficient in reading based on MAP from 62% to 75% in 2021 and increase the number of students proficient in math based on MAP from 69% to 80% in 2021.(Due to COVID, data is from 2018-2019) | Refine the PLC/PDSA system in place in our school for teachers to monitor students’ progress on standards in order to know when they have achieved mastery | Teachers will utilize high yield instructional strategy selection in lesson planning | Curriculum Planning Documents (Formative Data), Walkthrough Data | Review and revision of data & Lesson Planning will occur weekly during PLC meetings  | N/A |  |
|  | Implement strategies and programs in classrooms to measure their effectiveness on student achievement. (Design and Deliver Instruction) | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Process) | Leadership Meeting AgendasPLC AgendasObservation and Evaluation Data | Review and revision of data & Lesson Planning will occur weekly during PLC meetings  | N/A |
|  | 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.Utilize knowledge of best practice | 30/60/90 PlanEffective strategy discussion via PLCsDistrict Strategy Google Slide Deck | Walkthrough Data and Plus/Delta FeedbackStaff Survey for Growth | N/A |

## 2: Separate Academic Indicator

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| Goal 2 (State your separate academic indicator goal.):**Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Science 17.9% to 40 %****Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Social Studies 53.6% to 70%****Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Writing from 30.2% to 45 %****(Information from feeder school - West Irvine Intermediate 3rd Grade Data)** |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Science 17.9% to 25 %, Middle School science on K-Prep from 17.6% to 25% and High School science on ACT/TAR from 23.9% to 30% by 2019.**AND**Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Social Studies 53.6% to 58%, Middle School Social Studies on K-Prep from 59.0% to 67 % by 2019.(Due to COVID, data is from 2018 - 2019) | **KCWP 1**: Develop Curriculum Maps for science and social studies K-12 that are aligned to state/essential standards and components that support instruction and assessment.  | **PROCESS:** The District Instructional Core Team will develop a process to ensure curriculum mapping will occur in science and social studies to identify instructional gaps, including planning for the introduction of the standard, learning targets, development and gradual release phases, and arrival at standards mastery, and assessments.. | 30-60-90 Day PlansCurriculum DocumentsWalkthroughsAgendas & Minutes | 30-60-90 Day Plans MonthlyWalkthroughsDistrict Instructional Core Team Agenda & Minutes |  |
| Monitor and evaluate the validity of assessments, standards, and learning targets. (Practice) |  |  |  |
| Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets.([Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)) | Develop benchmark assessments in science and social studies to be given Fall, Winter, and Spring. |  |  |  |
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| **Objective 2**Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary Writing from 30.2% to 35 %, Middle School Writing on K-Prep from 35.6% to 45% and High School Writing on K-Prep from 35.5% to 41% by 2019.(Due to COVID, data is from 2018 - 2019) | **KCWP 1:** What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? | Monitor and evaluate the validity of assessments, standards, and learning targets. (Practice) | PLC Agenda and minutesIntentional Question Planning GuideAssessment Samples and data | Learning Walks/Walk-through dataTeam/PLC/Leadership agenda and minutes30/60/90 Day Plan Data will be collected and monitored weekly and bi-monthly. | N/A |  |

## 3: Achievement Gap

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| Goal 3 (State your achievement gap goal.):**Increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0%, middle school for reading from 47.3% to 67.1%, and high school for reading from 45.5% to 66.0% by 2020.****Increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary math from 38.8% to 61.8%, middle school for math from 44.2% to 65.1%, and high school for math from 43.3% to 64.6% by 2020.** **(Information from feeder school - West Irvine Intermediate 3rd Grade Data)** |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Objective 1:By May 2019 51% of Students with Disabilities will improve their Reading score by 1 level or maintain their current level of Apprentice or above as measured by the Fountas and Pinnell Benchmark Assessment.(Due to COVID, data is from 2018-2019) | Analyze and refine systems and procedures to ensure appropriate academic interventions are taking place to meet the needs of all students. | The School Leadership Team, Special Education PLC, and Grade Level PLC Teams will utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or walkthrough data to ensure high levels of teacher effectiveness and student achievement. | Common Assessment DataWeekly Formative Assessment DataMonthly Running RecordsBenchmark DataWalkthrough DataGlows/Grow Data | Weekly - Formative Assessment Data and WalkthroughsMonthly - Common Assessments and Running RecordsThree Times a Year (Fall, Winter, Spring) - Benchmark DataEvery Six Weeks - District Walkthroughs | N/A |  |
| We are going to refine our strategies for co-teaching and data monitoring to meet students Tier I and Tier II instructional needs and identify next steps for improvement. (Design and Deliver Instruction) | We will plan strategically in the selection of high yield co-teaching instructional strategies for lessons in classrooms with students with disabilities. (Practice) | High yield co-teaching strategies observed/documented in classes containing students with disabilities. | Intentional Question Planning GuideSample LessonsClassroom walkthroughs | N/A |  |

## 4: Growth

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| Goal 4 (State your growth goal.):**By 2021, we will increase the percentage of students moving at least on scoring category:****In reading from 17% to 32%.****In math from 18% to 33%.****(Information from feeder school - West Irvine Intermediate 3rd Grade Data)** |
|  **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 Map will increase from 46% to 56% andthe percentage of students moving at least one scoring category in Math Map will increase from 32% to 42% (118 students).(Due to COVID, data is from 2018-2019) | Develop a continuous classroom improvement system (CCI) so students can communicate how they track and evaluate their progress and set goals. | Provide professional learning opportunities for a select group of teachers on how to implement CCI in order for students to use assessments to help students assess and adjust their own learning. Students will participate in self-assessment and goal setting. Teachers will learn to create intentional opportunities for students to receive and offer effective feedback during learning.  | Student Data NotebookEvidence of Classroom Data Collection | 30-60-90 Monthly by committee & Leadership teamStudent Data Notebooks presented to Leadership Team | N/A |  |

## 5: Transition Readiness

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| Goal 5 (State your transition readiness goal.):**Increase the number of students proficient in reading based on MAP from 37.4% to 52.4%****Increase the number of students proficient in math based on MAP from 41.3% to 56.3%****(Information from feeder school - West Irvine Intermediate 3rd Grade Data)** |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the number of students proficient in reading based on MAP from 62% to 75%Increase the number of students proficient in math based on MAP from 69% to 80%.(Due to COVID, data is from 2018-2019) | Teachers will develop processes to communicate with students in order to address barriers to learning.  | Staff will ensure that mastery is effectively and accurately communicated in order to increase student achievement.  | Committee Meetings including Leadership Committee, Parent Teacher Conferences, ABRI Committee, Persistence to Graduation Committee | 30-60-90 ABRI Committee Minutes and AgendasVarious Committee Minutes and Agendas | N/A |  |

## 6: Graduation Rate

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| Goal 6 (State your graduation rate goal.): |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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| Objective 2 |  |  |  |  |  |
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## 7: Other (Optional)

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| Goal 7 (State your separate goal.):**90% of our student body will earn the monthly behavior reward. (Class DoJo)** |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 190% of our student body will earn the monthly behavior reward. (Class DoJo) | School leadership will positively reinforce desired behaviors and encourage teachers to do the same.(Design, Align, and Deliver Support) | Develop school culture supports, both academic and behavioral, to promote and support learning for all.(Condition) | Class DoJoParent CommunicationPBIS data (attendance and behavior)Monthly Behavior Party | Infinite Campus reports (behavior and attendance)DoJo ReportsFamily / Staff CommunicationThis data will be monitored daily and reviewed by the PBIS Committee every 4 weeks. | 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:

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| **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:** It is imperative that school leadership consistently monitor data in order to achieve accelerated, meaningful, and sustainable increases in student achievement. The ESE Leadership Team, in collaboration with the SBDM Council and standing councils, will meet regularly to gather, analyze, and develop next steps for student achievement. We will continue our systems approach to improvement through PLC Meetings and data disaggregation. |
| **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:** The SBDM Council and ESE Leadership Team will oversee the allocation and use of resources in conjunction with feedback from our standing committees within the school. We will systematically identify needs and monitor through our 30/60/90 Day Plan. |

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| **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:**

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| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in eProve** |
| Guided Reading Instructional Strategies (KCWP 2) | Richardson, J. (2019). The Next Step Forward in Guided ReadingHattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.  | ☒ |
| Visible Learning (KCWP 2) | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | ☐ |
| Create clear and precise learning targets for students. (KCWP 1) | Work with District Curriculum Coaches | ☐ |
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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:**Analyze TELL Survey responses to develop next steps for improvement.Survey Feedback |

## 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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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.

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| **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.  | ☒ |
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