

## Comprehensive School Improvement Plan (CSIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**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 district 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.

**Proficiency/Gap/Growth Goals (3 year target for each)**

- **Proficiency Goal** By Spring 2023, Roby Elementary will increase proficiency in math to 40.4%. By Spring 2023, Roby Elementary will increase proficiency in reading to 57.6%
- **Gap Goal\*** By Spring 2023, Roby Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in Elementary School Reading to 38.6%, and Math to 29.6%.
- **Growth Goal** By Spring 2023, Roby Elementary School will increase combined reading and math to 49%.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<p><b>Proficiency Goal (all levels)</b></p> <p><u><b>Math</b></u> Roby Elementary only had 27.2% of all students scoring in the proficient range in math on the 2019 Spring KPREP.</p> <p><u><b>Reading</b></u> Roby Elementary only had 48.2% of students scoring in the proficient range in reading on the 2019 Spring KPREP.</p> <p><u><b>Growth Goal</b></u> Roby Elementary school will increase the amount of proficient and distinguished students in reading and math from 37.70% to 43.35% by KPREP 2021.</p>	<p>Roby Elementary will increase proficiency in math on the 2021 KPREP to 33.8%</p> <p>Roby Elementary will increase proficiency in reading on the 2021 KPREP to 52.9%</p> <p><a href="#">Needs Assessment</a></p> <p>By Spring 2021, Roby Elementary will increase the amount of proficient and distinguished students in reading and math to 43.35%.</p>	<p>MCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 5: Design, Align, Deliver Support Processes</p>	<ul style="list-style-type: none"> <li>• Grade levels will utilize PLC and team planning to regularly review unit plans, address curriculum needs, and plan for standards recovery.</li> <li>• Grade levels will use MasteryConnect to design, align and track assessments that align to standards.</li> </ul>	<p>-Unit Plan review for each unit in reading and math to address standard alignment, learning targets, and assessment timelines</p> <p><a href="#">Feedback Protocol for Assessments</a></p> <p><a href="#">Pre and Post Average Spreadsheet</a></p> <p>-Tier 2 Identification Sheet &amp; Area of Focus for Recovery PLC Proficiency Protocol</p> <p>-Weekly ILT meeting agenda/notes</p> <p>-Mastery Checklist</p>	<p>Title 1 Section 6 Instructional Coach (Title I funding at District Level) ESS</p>	<p><a href="#">-Needs Assessment</a></p> <p>-Weekly ILT meetings to review formative assessment data</p> <p>-Title 1 Evaluation Survey administered Spring/Summer 2021</p> <p>-Title 1 Night Spring 2021</p> <p>-Title 1 Instructional Tutor provides additional reading instruction during recovery block schedule</p>
<p><b>Gap Goal</b></p> <p><u><b>Math</b></u> Increase the math percentage of proficient/distinguished Gap (students with disabilities) from 13.9% to 21.7% by spring of 2021 as</p>	<p>Roby Elementary will increase the percentage of Gap students scoring proficient/distinguished in math to 21.7% on KPREP by Spring 2021.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 5: Design, Align, Deliver Support Processes</p>	<ul style="list-style-type: none"> <li>• Special education teachers will have planning time with their grade level team to collaborate in unit planning.</li> <li>• Special Education Teachers will participate in</li> </ul>	<p>-Unit Lesson Plan- looking for differentiation and modifications.</p> <p>-PLC Proficiency Protocol</p> <p>-Weekly ILT meeting agenda/notes</p> <p>-Mastery Checklist focused on special education students</p>	<p>Title 1 Section 6</p>	

<i>measured by KPREP.</i>  <b>Reading</b> <i>Increase the reading percentage of proficient/distinguished Gap (students with disabilities) from 25% to 31.8% by spring of 2021 as measured by KPREP.</i>	<i>Roby Elementary will increase the percentage of Gap students scoring proficient/distinguished in reading to 31.8% on KPREP by spring 2021.</i>  <a href="#">Needs Assessment</a>		<i>Co-Teaching professional learning opportunities (on hold for 2020 school year due to Covid-19 restrictions)</i>			
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**Separate Academic Indicator (3 year target)**

- **SAI Goal** *By the Spring of 2023, Roby Elementary will score proficient and distinguished in writing to 49.3% as measured by KPREP.*

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<ul style="list-style-type: none"> <li>• <i>Roby Elementary only had 38% of all students scoring in the proficient range in writing on the 2019 Spring KPREP.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Increase the number of students scoring proficient/distinguished in writing to 43.6% by spring 2021 as measured by KPREP.</i></li> </ul> <a href="#">Needs Assessment</a>	<i>KCWP 3: Design and Deliver Assessment Literacy</i>  <i>KCWP 2: Design and Deliver Instruction</i>	<ul style="list-style-type: none"> <li>• <i>Create vertical alignment plan for rubrics and writing expectations using a common organizer</i></li> <li>• <i>Common scoring for writing in PLCs quarterly and plan next steps for instruction</i></li> <li>• <i>Design lessons and deliver instruction using school organizers and models of proficiency.</i></li> </ul>	<i>-Vertical Alignment of common organizer</i> <i>-Grade Level Rubrics</i> <i>-PLC Notes on common scoring and next steps</i> <i>- Writing Walkthroughs</i> <i>-Writing Lesson Plan Feedback</i> <i>-Weekly ILT meeting agenda/notes</i> <i>-Mastery Checklist</i>	<i>Title 1 ESS</i>	