# 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%22%20%5Ct%20%22_blank)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf%22%20%5Ct%20%22_blank)
* [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%22%20%5Ct%20%22_blank)
* [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

| **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. |
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| **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 2025, South Todd will increase our overall proficiency from 79% to 88%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1South Todd will have an overall proficiency rating of 82 on the 2021 K-PREP Assessment. | Teachers and admin will use PLC time to ensure lesson learning objectives, student work, and assessments are aligned to state academic standards.  | Standards for each lesson will be deconstructed. | Overall score of 82 on K-Prep | For every assessment given, data will be analyzed to determine percentage of proficiency. | None |
| Student objectives, lesson plans, and teaching strategies will be discussed with admin for the following week’s lesson.Teacher created assessments will be reviewed prior to giving to students to check for appropriate rigor and quality questions. |  | Administration will review all plans, instructional strategies, and assessments on a weekly basis through PLCs and walkthroughs. | None |
| Teachers will use data from assessment results to guide reteaching of standards as needed. | Data from assessments given will analyzed.Students not reaching proficiency will be retaught in a small group setting and then given another assessment to check for proficiency. |  | This will be monitored through PLCs and walkthroughs. | None |
| Teachers will continue to provide spiral review for all standards throughout the year. |  | This will be monitored through PLCs and walkthroughs. |  |
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| Objective 2South Todd will decrease the number of students scoring in the apprentice and novice levels in reading by 20% on the 2021 K-PREP Assessment. | Data from STAR and other assessments will be used to determine students’ performance level. | Review and analyze K-Prep data to determine performance levels.Students who score in the high apprentice or high novice range will be a focus as we provide them with support needed to achieve at the next level. | Reduced number of students scoring in the apprentice and novice level on 2021 K-PREP | Discussion/placement of students based on data in PLCsSmall Group Instruction monitored through walkthroughs. | ESS Daytime Waiver |
| Data from STAR benchmarks will be used to determine areas of need and small group instruction will be based on those areas. |  |  |  |
| Small group instruction will focus on skills and standards needed to improve performance level. | Students needing intense interventions will be served with additional small group time to meet their individual needs. |  | RTI Monitored through weekly progress monitoring records and discussed in data chats every four weeks. |  |
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| Interventions will be provided for students falling in the 25th percentile and below. |  |  | RTI Monitored through weekly progress monitoring records and discussed in data chats every four weeks. |  |
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## 2: Separate Academic Indicator

| Goal 2: By 2025, South Todd Elementary will increase our overall Separate Academic Index from 70.8% to 80%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1South Todd will have an overall Separate Academic Index of 73% on 2021 K-Prep | Teachers and admin will use PLC time to ensure lesson learning objectives, student work, and assessments are aligned to state academic standards. | Standards for each lesson will be deconstructed | Overall Separate Academic Index of 73 on 2021 K-Prep | For every assessment given, data will be analyzed to determine percentage of proficiency. | None |
| Student objectives, lesson plans, and teaching strategies will be discussed with admin for the following week’s lesson.Teacher created assessments will be reviewed prior to giving to students to check for appropriate rigor and quality questions. |  | Administration will review all plans, instructional strategies, and assessments on a weekly basis through PLCs and walkthroughs. |  |
| Teachers will use data from assessment results to guide reteaching of standards as needed. | Data from assessments given will analyzed.Students not reaching proficiency will be retaught in a small group setting and then given another assessment to check for proficiency |  | This will be monitored through PLCs and walkthroughs. | None |
| Teachers will continue to provide spiral review for all standards throughout the year. |  | This will be monitored through PLCs and walkthroughs. | None |
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| Objective 2STES will increase the number of students scoring proficient in science by 25%.STES will decrease the number of students scoring apprentice and novice in writing by 20%. | Teachers will increase rigor in student lessons and assessments in the content area of science.Teachers will use more science content informational text. | Increase problem solving and critical thinking opportunitiesReview test with students after they take assessments to determine misconceptions |  | Lesson Plans, walkthroughs, evaluationsPLC discussions | None |
| Provide students with weekly opportunities to respond to extended response and short answer questions |  | Walkthroughs, evaluations |  |
| Teachers will identify novice and apprentice writers through various writing opportunities and provide additional support to those students. | Additional conferencing time with studentsAssign peer conferencing strategies to assist students when writing |  | Walkthroughs, PLC discussions, and evaluations | None |
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## 3: Achievement Gap

| Goal 3: By 2025, South Todd Elementary will decrease our achievement between Economically Disadvantaged and Non-Economically Disadvantaged student in all content areas by 20%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Decrease the achievement gap between non ED students and ED students from 26% to 20% in Math and Science on the 2021 K-Prep. | Identify ED students not scoring in the proficient performance level. | Focus on students’ understanding of skills and concepts, continually checking for understanding. | The achievement gap between ED and non-ED students decreases to 20% in math and science on the 2021 K-Prep Assessment. | Monitored through PLC discussion, walkthrough, and evaluations.Student checkpoints through common assessments and classwork will determine if strategies and activities are working. | None |
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| Develop individual intervention plans for students. | Provide Tier 3 support when deemed necessary. |  |  |  |
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| Objective 2Decrease the achievement gap between non ED students and ED students to less than 10% in Writing and Social Studies. | Identify ED students not scoring in the proficient performance level. | Focus on students’ understanding of skills and concepts, continually checking for understanding | The achievement gap between Non ED and Ed students is less than 10% in Writing and Social Studies on the the 2021 K-Prep Assessment. | Monitored through PLC discussion, walkthrough, and evaluations.Student checkpoints through common assessments and classwork will determine if strategies and activities are working. | None. |
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| Develop individual intervention plans for students. | Provide Tier 3 support when deemed necessary. |  | TIER 3 Progress Monitoring Sheets |  |
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## 4: Growth

| Goal 4: By 2025, South Todd Elementary will increase our overall Growth score from 52.5% to 65%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1All students to increase the growth rate from 52.5% to 60% on the 2021 K-PREP Assessment. | Teachers will set high expectations for all students. | All students will be expected to master grade level content. | Students achieve 60% Growth Rate on K-PREP |  PLC discussions, student data | None |
| Assignments will be completed according to teacher expectations. |  |  |  |
| Teachers will teach and assess at a higher level. | Plan and provide instruction of content at a high level of understanding. |  | Lesson Plans and PLC discussions Common Assessment Data |  |
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| Objective 2Non-ED students will increase their growth rate from 42.8 % to 50% on the 2021 K-PREP Assessment. | Identify high performing students in all content areas. | Students identified as high performing will be expected to achieve above grade level. |  | PLC discussions, student data |  |
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| Develop rigorous lessons and interventions for high performing students so they can achieve at higher levels. | Students achieving at the 95% on STAR will be provided with enrichment intervention strategies and instruction. |  | Evidence of groups within classroom settingPlans |  |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 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:** |
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| **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:**  |
| **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:**  |

| **Targeted Subgroups and Evidence-Based Interventions:** |
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| **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.  |[x]
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| **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](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.

| **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.  |[x]
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