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
- 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.

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 2025, all students will increase from 56.6% proficiency in Reading to 68.4%. By 2025, all students will increase from 51.6% proficiency in Math to 64.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, all students will increase from 56.6% proficiency in Reading to 58.6%.	Design & Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).	PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional staff	Fall 2022 State Assessment School Report Card IReady data	General Funding
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments · (Assessments for Learning)	PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional staff	Fall 2022 State Assessment School Report Card	General Funding
	Design and Deliver Instruction	Administration will conduct scheduled and unscheduled walkthroughs and observations to evaluate the alignment of standards to objectives, congruency of student work to learning targets, questioning, differentiation, and the use of engaging instructional strategies.	PLC agendas Professional Learning Opportunities	Fall 2022 State Assessment School Report Card	General Funding
		Teachers will integrate student use of technology into instruction and students will have opportunity to use programs targeted towards individualized student needs.	PLC agendas Professional Learning Opportunities	Fall 2022 State Assessment School Report Card	Title I and General Funds

Objective 2. By 2022, all students will increase from 51.6% proficiency in Math to 53.8%.	Design and Deliver Instruction	Teachers will utilize varied instructional practices, questioning techniques, IReady data and other assessment data, to create personalized learning for students based on their needs.	PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional staff	Fall 2022 State Assessment School Report Card	Professional Learning Funds
		Teachers will engage in professional development including evidence-based strategies and professional learning to observe peers both inside the building as well as other local schools.	PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional staff PD Coordinator	Fall 2022 State Assessment School Report Card	Professional Learning Funds
	Establishing Learning Culture and Environment	Teachers and administration will develop and deliver monthly common assessments. Staff will work together to analyze and review results with students. Students who score proficient or distinguished will be recognized.	PLC agendas Professional Learning Opportunities Walkthroughs Administration, Instructional staff	Fall 2022 State Assessment School Report Card	Professional Learning Funds, General Funds
		Admin team and instructional staff will meet with all students grades 3-5 and perform goal setting and data analysis three times a year.	PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional staff Administration, Instructional Staff	Fall 2022 State Assessment School Report Card	Professional Learning Funds

2: Separate Academic Indicator

Goal 2: By 2025, all students will increase from 34% proficiency in Science to 52%.   By 2025, all students will increase from 54.3% proficiency in Social Studies to 66.8%.   By 2025, all students will increase from 52.8% proficiency in Writing to 65.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, all students will increase from 34% proficiency in Science to 37%.	Design & Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. ● Pacing Guides ● Lesson Plans on Team Drive ● Alignment to Resources	Lesson Plans Pacing Guides PLC Minutes	Fall 2022 State Assessment School Report Card	General funding
	Design & Deliver Instruction	Teachers will integrate student use of technology (IReady, Reading Counts, etc) into instruction and students will have opportunity to use programs targeted towards individualized student needs.	PLC agendas Professional Learning Opportunities	Fall 2022 State Assessment School Report Card	Title I and General Funds
Objective 2: By 2022, all students will increase from 54.3% proficiency in Social Studies to 56.4%.	Design & Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. ● Pacing Guides ● Lesson Plans on Team Drive ● Alignment to Resources (Mystery Science)	Lesson Plans Pacing Guides PLC Minutes	Fall 2022 State Assessment School Report Card	General funding

Objective 3: By 2022 all students will increase from 52.8% in Writing to 54.9%	Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: • 4-Square Writing • On-Demand Writing Checklists and Live Scoring Sessions	Lesson Plans Pacing Guides PLC Minutes	Fall 2022 State Assessment School Report Card	General funding Title I & II funds

3: Achievement Gap

Goal 3: By 2025, all students identified as student with a disability will increase from 21.7% proficiency in Reading to 43.1% The same gap group will increase from 21.7% proficiency in Math to 43.1%.
By 2025, all students identified as economically disadvantaged will increase from 44.4% proficiency in Reading to 59.6%. The same gap group will increase from 39.3% in Math to 55.9%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, all students identified as student with a disability will increase in proficiency from 21.7% in Reading to 25.3%. The same gap group will increase from 21.7 proficiency in Math to 25.3%.	Review, Analyze and Apply Data	A tiered system of research-based interventions will be utilized to support student academic and behavioral needs.	January, 2021 –May, 2022 Principal, Interventionist, Instructional Staff	Fall 2022 State Assessment School Report Card IReady Data	Title Funds General funds
		PLCs will meet bi-monthly during school, in addition to bi-monthly meetings after school, to analyze pre & post test data, MAP, results and other data to identify students needing additional interventions and design instruction to best meet the needs of all students.	December 2021 –May 2022 Instructional staff, Administration	Fall 2022 State Assessment School Report Card IReady Data	General funds
	Design & Deliver instruction	Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides.	August 2021-October 2022 Administration, ISD	Fall 2022 State Assessment School Report Card IReady Data Walkthroughs PLC Mins	General Funds Title Funds
Objective 2: By 2022, all students identified as economically disadvantaged in Reading will increase from 44.4% to 46.9%. The same gap group will increase from 39.3% in Math to 42.1%.	Review, Analyze and Apply Data	A tiered system of research-based interventions will be utilized to support student academic and behavioral needs.	January, 2022 –May, 2022 Principal, Interventionist, Instructional Staff	Fall 2022 State Assessment School Report Card IReady Data	Title Funds General funds
		PLCs will meet bi-monthly during school, in addition to bi-monthly meetings after school, to analyze pre & post test data, MAP, results and other data to identify students needing	December 2021 –May 2022 Instructional staff, Administration	Fall 2022 State Assessment School Report Card IReady Data	General funds

		additional interventions and design instruction to best meet the needs of all students.			
	Design & Deliver instruction	Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides.	August 2021-October 2022 Administration, ISD	Fall 2022 State Assessment School Report Card IReady Data Walkthroughs PLC Mins	General Funds Title Funds
	Design & Deliver Instruction	Teachers will integrate technology that individualizes instruction to meet the needs of all students in the areas of reading and math.	January 2021 Instructional staff	Fall 2022 State Assessment School Report Card IReady Data	Title Funds & General Funds
		ESS coordinator and classroom teachers will work together to ensure students are scheduled at most opportune time to maximize student academic needs for interventions.	ESS Coordinator, ESS staff	Fall 2022 State Assessment School Report Card IReady Data	Title I & ESS Funds
		After school homework help and tutoring will be offered for targeted students in the areas of reading and math.	January 2022-April 2022 Administration, FRYSC, Instructional staff	Fall 2022 State Assessment School Report Card IReady Data	Title I & ESS Funds FRYSC Funds

4: Growth

Goal 4: By 2025, all student growth rate indicator will increase from 59.3 to 69.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, all student growth rate indicator will increase from 59.3 to 61.3.	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice high yield instructional strategies to aid in curricular (GRREC, Kagan, PLC training, ESS, RTI, Classroom visits, Master schedule)	State assessments PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional Staff	Fall 2022 State Assessment School Report Card	General funds Title I Funds Title II Funds
	Review, Analyze, and Apply Data	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards (GRREC, Kagan, PlC training, ESS, RTI, Classroom visits, Master schedule)	State assessments PLC agendas Professional Learning Opportunities Walkthroughs	Fall 2022 State assessment School Report Card	General funds Title I Funds Title II Funds
	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice high yield instructional strategies to aid in curricular (GRREC, Kagan, PLC training, ESS, RTI, Classroom visits, Master schedule)	State assessments PLC agendas Professional Learning Opportunities Walkthroughs Principal, AP, Instructional Staff	Fall 2022 StateAssessment School Report Card	General funds Title I Funds Title II Funds
		ESS coordinator and classroom teachers will work together to ensure students are scheduled at most opportune time to maximize student academic needs for interventions.	ESS Coordinator, ESS staff	Fall 2022 State Assessment School Report Card IReady Data	Title I & ESS Funds

		After school homework help and tutoring will be offered for targeted students in the areas of reading and math.	Administration, Instructional staff	Fall 2022 State Assessment School Report Card MAP Data	Title I & ESS Funds
	Design & Deliver instruction	Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides.	August 2021-October 2022 Administration, ISD	Fall 2022 State Assessment School Report Card IReady Data Walkthroughs PLC Mins	General Funds Title Funds

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

6: Graduation Rate

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

7: Other (Optional)

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

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:**

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:

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.	☒
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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:

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
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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