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 4: Review, Analyze and Apply Data
● KCWP 2: Design and Deliver Instruction	● KCWP 5: Design, Align and Deliver Support
● KCWP 3: Design and Deliver Assessment Literacy	● 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.

Explanation

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*	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.

Sigma, Shipley, Baldridge, etc.).	

1: Proficiency Goal

Goal 1	By 2025, students scoring proficient and distinguished in Reading will increase from 62.2% to 71.7% and in Math from 51.4% to 63.4%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, student scoring proficient and distinguished in Reading will increase from 62.2% to 64.1%	•KCWP 1: Design and 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. • Review and conduct cyclic curriculum reviews/checks within the PLC.	Meeting agendas Lesson plans PLC agendas and meeting minutes	Weekly Quarterly Monthly	PPA Title 1
	•KCWP 2: Design and Deliver Instruction	• Ensure that students have an opportunity to "unpack" standards. • Construct student-friendly learning targets and success criteria.	Lesson plans Walk through and observations	Weekly Daily	
		*Ensure that students understand the success criteria within each learning target. ("Today we are learning __LT__, and we will know we are successful when we_SC_.") *Use data (iReady, CFA, OG) to appropriately group students and differentiate instruction and/or work on their instructional level.	Feedback from students Walkthrough and classrooms observations Students can explain the following: where they are, how they are going to get there, and what they do if they don't know	Weekly Daily	

Objective 2 By 2022, student scoring proficient and distinguished in Math will increase from 51.4% to 53.8%	•KCWP 1: Design and 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. • Review and conduct cyclic curriculum reviews/checks within the PLC.	Meeting agendas Lesson plans PLC agendas and meeting minutes	Weekly Quarterly Monthly	
	•KCWP 2: Design and Deliver Instruction	• Ensure that students have an opportunity to "unpack" standards. • Construct student-friendly learning targets and success criteria.	Lesson plans Walkthroughs and classroom observations	Weekly Daily	
		*Ensure that students understand the success criteria within each learning target. (Today we are learning __LT_, and we will know we are successful when we_SC_.") *Use data (iReady, CFA) to appropriately group students and differentiate instruction and/or work on their instructional level.	Feedback from students Walkthroughs and classroom observation Students can explain the following: where they are, how they are going to get there, and what they do if they don't know	Weekly Daily	

2: Separate Academic Indicator

Goal 2	By 2025, students scoring proficient and distinguished in Science will increase from 28.6% to 46.1%, from 57.9% to 68.4% in Social Studies, and from 56.8% to 67.3% in Writing.				
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2022, students scoring proficient and distinguished in Science will increase from 28.6% to 32.1%.	•KCWP 1: Design and Deploy Standards	• Review and conduct cyclic curriculum reviews/checks within the PLC and across grades. • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Meeting agendas Pacing guides/curriculum maps PLC agendas minutes from meeting Students can explain the following: where they are, how they are going to get there, and what they do if they don't know	Weekly/monthly Quarterly/ summer Weekly Weekly/Monthly	PPA Title
	•KCWP 2: Design and Deliver Instruction	• Ensure that students have an opportunity to "unpack" standards. • Construct student-friendly learning targets and success criteria.	Learning targets Lesson plans Student work samples	Daily Weekly	
		*Ensure that students understand the success criteria within each learning target. (" Today we are learning _LT__, and we will know we are successful when we_SC_.")	Walk throughs Classroom observations Student feedback	Daily Weekly	

Objective 2 By 2022, students scoring proficient and distinguished in Social Studies will increase from 57.9% to 60%.	•KCWP 1: Design and Deploy Standards	• Review and conduct cyclic curriculum reviews/checks within the PLC and across grades. • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Meeting agendas Pacing guides/curriculum maps PLC agendas minutes from meeting	
	•KCWP 2: Design and Deliver Instruction	• Ensure that students have an opportunity to "unpack" standards. • Construct student-friendly learning target and success criteria.	Learning targets Lesson plans Student work samples	
		*Ensure that students understand the success criteria within each learning target. ("Today we are learning target LT ___, and we will know we are successful when we_SC_.")	Walk throughs Classroom observations Student feedback	
Objective 3 By 2022, students scoring proficient and distinguished in On-Demand Writing will increase from 56.5% to 58.9%	•KCWP 1: Design and Deploy Standards	• Review and conduct cyclic curriculum reviews/checks within the PLC and across grades. • 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. • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Meeting agendas Pacing guides/curriculum maps PLC agendas minutes from meeting Students can explain the following: where they are, how they are going to get there, and what they do if they don't know	

	-------------------------------------- •KCWP 2: Design and Deliver Instruction	• Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. -- • Ensure that students have an opportunity to "unpack" standards.- • Construct student-friendly learning targets and success criteria. -- • *Ensure that students understand the success criteria within each learning target. ("Today we are learning _LT__, and we will know we are successful when we SC__.")	---------------------------- Learning targets Lesson plans Student work samples ---------------------------- Walk throughs Classroom observations Student feedback	

Goal 3	By 2025, Economically disadvantaged students scoring proficient and distinguished in Reading will increase from 55.6% and from 43.1% to 57.1% in Math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**		**Funding**
Objective 1 By 2022, Economically disadvantage students scoring proficient and distinguished in Reading will increase from 55.6% to 57.7%	•KCWP 2: Design and Deliver Instruction	• Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. *Use data (iReady, CFA) to appropriately group students and differentiate instruction and/or work on their instructional level.	Lesson plans Assessment analysis Walk throughs classroom observation Students can explain the following: where they are, how they are going to get there, and what they do if they don't know			
	KCWP 4: Review, Analyze and Apply Data	*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring. *Utilize data wise questions to evaluate where we are (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	PLC agendas Data analysis SMART goals Meeting agendas	Weekly Monthly Monthly		PPA Title 1

			Progress monitoring PLC meeting minutes and agendas	Weekly Monthly	
	•KCWP 3: Design and Deliver Assessment Literacy	*Develop a progress monitoring system to monitor standards mastery for each student. *Develop a tracking system for monitoring of student achievement progress by learning target and by standard. *Monitor and evaluate the validity of assessments, standards, and learning targets. Identify learning target types. *Create intentional opportunities for students to receive and offer effective feedback during learning. *Implement student participation in self-assessment and goal setting. Use assessments to help students assess and adjust their own learning.	Feedback to students Goal setting conferences	Quarterly (iReady) Weekly	
Objective 2 By 2022, Economically Disadvantaged students scoring proficient and distinguished in Math will increase from 43.1% to 45.9%	•KCWP 2: Design and Deliver Instruction	• Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. *Use data (iReady, CFA) to appropriately group students and differentiate instruction and/or work on their instructional level.	Lesson plans Classroom observations Students can explain the following: what they are doing, how they are going to get there, why do they need to know -- ?and what do they do if they don't know---?	Daily Weekly	
	KCWP 4: Review, Analyze and Apply Data	*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to	PLCs data teams Meeting and agendas Data analysis	Weekly	

		student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring. In PLCs we will utilize data wise questions to evaluate where we are (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/team improvement?	PLC meeting minutes Evidence of these questions answered goals set to address follow up on these goals	Ongoing	
	KCWP 3: Design and Deliver Assessment Literacy	*Develop a progress monitoring system to monitor standards mastery for each student. *Develop a tracking system for monitoring of student achievement progress by learning target and by standard. (running records, KSI) *Monitor and evaluate the validity of assessments, standards, and learning targets. Identify learning target types. *Create intentional opportunities for students to receive and offer effective feedback during learning. Implement student participation in self-assessment and goal setting. Use assessments to help students assess and adjust their own learning. Develop a clearly defined MTSS process with checklists documentation tools, intervention	Progress monitoring Running records Data tracking sheets Forms, data analysis PLC, committees Schedules for goal setting and feedback Leadership minutes and agendas PLC minutes and agenda		ESSER Title 1

		programs/strategies, goal measurement and progress monitoring checks.	Progress monitoring	Ongoing	PPA

4: Growth

Goal 4	By 2025, the Growth rate for all students in Reading and Math will increase from 63.3 to 72.3.				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the Growth rate for all students in Reading and Math will increase from 63.3 to 65.1	• KCWP 5: Design, Align and Deliver Support	*Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data *Create and monitor a "Watch (Name and Claim) List" for students performing below proficiency or not on grade level. *Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems. *Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math- numeracy). *Assure consideration and addressment of non-academic barriers to learning.	PLCs protocols Meeting minutes and agendas Watch list (names lessen) Check in check out monitoring data MTSS/RTI data Data collection, data binders Increased communication evidenced on surveys from parents	Weekly Monthly September (ongoing) September (ongoing) Quarterly	Title 1
		*Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student	Classroom observations of strategies being used Student growth (and iReady other assessment data)	Ongoing	PD Title 1 PPA

		achievement. (Kagan, Thoughtful Ed, GRREC resources, 4 Square Orton Gillingham)			
	• KCWP 2: 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. (Kagan, Thoughtful Ed, GRREC, Orton Gillingham	Faculty meeting agendas Learning session agendas PLCs	Ongoing Summer PD	PD Title 1
		Ensure instructional modifications are made based upon the immediate feedback gained from formative and summative assessment. (Lexia, Reflex, iReady math and reading) *Use data (iReady, CFA) to appropriately group students and differentiate instruction and/or work on their instructional level.	Online software progress and usage reports	Ongoing Weekly/monthly reports	Title 1 PPA

5: Transition Readiness

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

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