

# 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, 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.

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. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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 <b>measures</b> 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, students scoring proficient/distinguished in Reading will increase from 46.9% to 61.4% and in Math from 36.4% to 53.7%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Reading will increase from 46.9% to 49.3%.	KCWP 4: Review, Analyze, and Apply Data/Classroom Activities	<b>Activity: Reading Remediation</b> – 9 <sup>th</sup> Grade & IEP Students scoring 2 grades below grade level in reading will receive reading remediation services in a closed Focus 40 class.	iReady Scores	9 <sup>th</sup> Grade English Teacher & IEP Case Managers	N/A
		<b>Activity: Writing</b> – English teachers will guide staff members in a variety of writing strategies to be implemented across the disciplines.	Student Samples	Google Drive Submission/English Teachers	N/A
	KCWP 3: Design and Deliver Assessment Literacy/ Classroom Activities				
Objective 2 By 2022, students scoring proficient/distinguished in Math will increase from 36.4% to 39.3%.	KCWP 2: Design and Deliver Instruction Classroom Activities	<b>Activity: Intervention</b> – Students with identified as significantly below grade level in math will work with a math interventionist to work on fundamental skills	iReady scores	Math Department	N/A
		<b>Activity: Math Concepts Implementation</b> – Math teachers will work in PLCs with strategic planning in the implementation of basic mathematical computations related to their content.	PLC minutes	Math Department	N/A
		<b>Activity: Common Assessments</b> – All core content math teacher (Alg I, Alg II, and Geometry) will implement common assessments designed to monitor student growth.	Student test data	Math Department	N/A


2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 34.3% to 52.2% and from 64.3% to 74% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Science will increase from 34.3% to 37.3%	KCWP4: Review, Analyze, and Apply Data/Classroom Activities	<b>Activity: CERT Science</b> – All 10 <sup>th</sup> and 11 <sup>th</sup> grade students will, on a regular basis, use an online, self-paced program to improve science skills in preparation for the ACT	Teacher tracking	Science Department	N/A
Objective 2 By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 64.3% to 65.9%.	KCWP2: Design and Deliver Instruction/Classroom Activities	<b>Activity: School-Wide Writing Initiative</b> – All teachers will submit one (1) student writing piece per trimester that has come from a common lesson plan developed by the English department.	Google form tracking	English Department	N/A

3: Achievement Gap

Goal 3:By 2025, African American students scoring proficient/distinguished in Reading will increase from 26.9% to 46.8% and from 23.1% to 44.1% in Math.By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 16.7% to 39.4% and from 4.8% to 30.8% in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, African American students scoring proficient/distinguished in Reading will increase from 26.9% to 30.2%.	KCWP 2: Design and Deliver Instruction	<b>Activity: Intervention</b> – Embedded reading and/or math intervention program to provide support for struggling students and allow for more individualized instruction.	Student performance	English & Math Department	Title I
Objective 2 By 2022, African American students scoring proficient/distinguished in Math will increase from 23.1% to 26.6%.	KCWP 5: Design, Align, and Deliver Support	<b>Activity: Homework Help</b> – After-school program, offered three times per week, designed to help students maintain educational growth	Student sign-in sheets	Homework Help Teachers	Title I
Objective 3 By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 16.7% to 20.5%.	KCWP 3: Design and Deliver Assessment Literacy	<b>Activity: Reading &amp; Math MAP Testing</b> – Fall & Spring iReady assessment in reading and math for all students with disabilities.	iReady data	IEP Case Managers	District funded

Objective 4 By 2025, Students with Disabilities scoring prof./dist, in Math will increase from 4.8% to 9.1%	KCWP 6: Establish Learning Culture & Environment	<b>Activity: Focus 40</b> – Offered twice a week, designed for students to receive one-on-one instruction in math and have time for remediation.	Google Form Sign in	All teachers	N/A

5: Transition Readiness

Goal 5: By 2025, the Transition Readiness rate indicator will increase from 66.7 to 74.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the Transition Readiness rate indicator will increase from 66.7 to 68.3.	KCWP 5: Design, Align, and Deliver Support	<b>Activity: Transition Facilitator</b> – Transition Facilitator will meet with all seniors to guide/discuss plans for future.	CCR Spreadsheet Accountability	Transition Facilitator	District funded
		<b>Activity: Advanced classes to accelerate toward college-preparedness</b> – Dual Credit, Advanced Placement, EC3 Career Pathways, Industry Certifications	Administrators, Counselors, & CTE teachers	Counselors	N/A
	KCWP 4: Review, Analyze, and Apply Data	<b>Activity: Career Major Completion</b> – CTE teachers, Transition Facilitator, and counselors will strategically schedule students to ensure completion of career majors.	Spreadsheet Accountability	CTE Teachers, Transition Facilitator	N/A
		<b>Activity: EOP Test Preparation</b> - CTE students taking the EOP test will participate in Focus 40 sessions to prepare them for the EOP exam.	Spreadsheet Accountability	CTE Teachers	
		<b>Activity: ICEV Test</b> – Offer the industry certification test to those students who do not pass the EOP as another opportunity to become career ready.	Spreadsheet Accountability	Transition Facilitator CTE Teachers	District Funded for 21-22
Objective 2					





6: Graduation Rate

Goal 6: By 2025, the average 4-year cohort and 5-year Graduation Rate indicator will increase from 93.3% to 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the average 4-year cohort and 5-year cohort graduation rate will increase from 93.3% to 93.5%.	KCWP 5: Design, Align, and Deliver Support	<b>Activity:</b> APEX Credit Recovery – Students who are deficient in credits required for graduation can utilize APEX to recover credits	Administrators & Counselors	Counselors	District Funded
		<b>Activity: FRYSC Assistance</b> – The FRYSC will provide assistance to students by removing the non-academic barriers that impede academic success.	FRYSC Coordinator	FRYSC personnel	N/A
		<b>Activity: Focus 40</b> – Special Education teachers will meet with their students on their caseload twice each week to monitor academic performance and ensure they are on track for graduation.	Google Tracking Sheet	Special Education Department	N/A
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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification Of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

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.	<input checked="" type="checkbox"/>
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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.

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