

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.

1: Proficiency Goal

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 32.6% to 55% and in Math from 12.3% to 44%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Reading will increase from 32.6% to 40.9%.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practices	Walkthrough data and Formative/summative assessments	8/21 – 5/22	Title 1
		Ensure that curricular delivery and assessment measure provide for all pertinent information needs for students (ESS)	Formative/Summative assessment data	8/21 – 5/22	ESS
		Develop a clearly defined MTSS school process	Formative/Summative assessment data	8/21 – 5/22	Title 1, ESSER
Objective 2 By 2022, students scoring proficient/distinguished in Math will increase from 12.3% to 25%.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practices	Walkthrough data and Formative/summative assessments	8/21 – 5/22	Title 1
		Ensure that curricular delivery and assessment measure provide for all pertinent information needs for students (ESS)	Formative/Summative assessment data	8/21 – 5/22	ESS
		Develop a clearly defined MTSS school process	Formative/Summative assessment data	8/21 – 5/22	Title 1, ESSER

2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 11.5% to 40.5%, and from 23.9% to 50.3% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Science will increase from 20.5% to 25.5%.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practices	Walkthrough data and Formative/summative assessments	8/21– 5/22	Title 1
		Ensure that curricular delivery and assessment measure provide for all pertinent information needs for students	Walkthrough data and Formative/summative assessments	8/21 – 5/22	
	KCWP 1: Design and Deploy Standards	Determine if learning targets are clear to students	Walkthrough data	8/21 – 5/22	Title 1
		Ensure students understand success criteria	Walkthrough data	8/21 – 5/22	
Objective 2 By 2022, students scoring proficient/distinguished in On-Demand Writing will increase from 23.9% to 30.9%.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practices	Walkthrough data and Formative/summative assessments	8/21 – 5/22	Title 1
		Ensure that curricular delivery and assessment measure provide for all pertinent information needs for students	Walkthrough data and Formative/summative assessments	8/21 – 5/22	
	KCWP 1: Design and Deploy Standards	Determine if learning targets are clear to students	Walkthrough data	8/21 – 5/22	Title 1
		Ensure students understand success criteria	Walkthrough data	8/21 – 5/22	

3: Achievement Gap

Goal 3: By 2025, Economically Disadvantaged students scoring proficient/distinguished in Reading will increase from 34.6% to 52.4% and from 19.4% to 41.4% in Math. By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 21.6% to 43% and from 13.5% to 37.1% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Economically Disadvantaged students scoring proficient/distinguished in Reading will increase from 29.5% - 35.5%	KCWP 4: Review, Analyze and Apply Data	Create and use Decile reports using data from Diagnostics to identify students performing below proficiency	Formative and Summative assessments of students on watch list	8/21 – 5/22	ESS Funding
		Use classroom assessment data to inform teacher's instructional decisions and make changes to instruction based on formative and summative assessments	Lesson plans, walkthrough data, formative and summative assessments and PLCs	8/21 – 5/22	ESS Funding
Objective 2 By 2021, Economically Disadvantaged students scoring proficient/distinguished in Math will increase from 9.3% - 19.3%	KCWP 4: Review, Analyze and Apply Data	Create and use Decile reports using data from Diagnostics to identify students performing below proficiency	Formative and Summative assessments of students on watch list	8/21 – 5/22	ESS Funding
		Use classroom assessment data to inform teacher's instructional decisions and make changes to instruction based on formative and summative assessments.	Lesson plans, walkthrough data, formative and summative assessments and PLCs	8/21 – 5/22	ESS Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By 2022, Students with Disabilities scoring proficient/distinguished in Reading will increase from 21.6% to 25.2%. While recent numbers are not reflected by our recent scores due to suppressed data this continues to be a focus group.	KCWP 2: Design and Deliver Instruction	Construct student friendly learning targets	Data from Learning Target Walkthroughs	8/21 – 5/22	Title 1
		Ensure that students understand the success criteria within each learning target	Data from Learning Target Walkthroughs	8/21 – 5/22	
Objective 4 By 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 13.5% to 17.4%. While recent numbers are not reflected by our recent scores due to suppressed data this continues to be a focus group.	KCWP 2: Design and Deliver Instruction	Construct student friendly learning targets	Data from Learning Target Walkthroughs	8/21 – 5/22	Title 1
		Ensure that students understand the success criteria within each learning target	Data from Learning Target Walkthroughs	8/21 – 5/22	

4: Growth

Goal 4: By 2025, the Growth rate for all students in Reading and Math will increase from 45.3 to 59.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, the Growth rate for all students in Reading and Math will increase from 45.3 to 49.	KCWP 4: Review, Analyze and Apply Data	Create a "Watch List" for students performing below proficiency	Formative and Summative assessments of students on watch list	8/21 – 5/22	Title 1 and ESS
		Use classroom assessment data to inform teacher's instructional decisions	Lesson plans, walkthrough data, formative and summative assessments and PLCs	8/21 – 5/22	
	KCWP 2: Design and Deliver Instruction	Construct student friendly learning targets	Data from Learning Target Walkthroughs	8/21 – 5/22	Title 1
		Ensure that students understand the success criteria within each learning target	Data from Learning Target Walkthroughs and Formative Assessments	8/21 – 5/22	Title 1