

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 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, students scoring proficient/distinguished in Reading will increase from 36% to 46% and in Math from 19.8% to 29.8%. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By 2022, students scoring proficient/distinguished in Reading will increase from 36% to 38.5%. | KCWP:2: Design and Deliver Instruction | Ensure congruence is present between standards, learning targets, and assessment measure | Curriculum is implemented to meet the needs of all learners. | Ongoing Lesson plans, assessment data, walk throughs, PD, and PLCs | |
| | | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessment | Modifications are made to include differentiation and reteaching as necessary | Ongoing Lesson plans, assessment data, walk throughs, PD, and PLCs | |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented for determination of program and initiative effectiveness | The timelines in the plans are met or adjusted to meet the needs of students | Ongoing PLCs and actual plan protocol | |
| | | Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs | The goals and measures within the CSIP are reviewed consistently | Ongoing Planning committee meeting minutes, emails, shared drive | |
| Objective 2 By 2022 students scoring proficient/distinguished in Math will increase from 19.8% to 22.3% | KCWP:2 Design and Deliver Instruction | Ensure congruence is present between standards, learning targets, and assessment measures. | Curriculum is implemented to meet the needs of all learners. | Ongoing Lesson plans, assessment data, walk throughs, PD, and PLCs | |
| | | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. | Modifications are made to include differentiation and reteaching as necessary | Ongoing Lesson plans, assessment data, walk throughs, PD, and PLCs | |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented for determination of program and initiative effectiveness | The timelines in the plans are met or adjusted to meet the needs of students. | Ongoing PLCs and actual plan protocol | |
| | | Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs | The goals and measures within the CSIP are reviewed consistently. | Ongoing Planning committee meeting minutes, emails, shared drive, | |

2: Separate Academic Indicator

| Goal 2: Goal: By 2025, students scoring proficient/distinguished in Science and Writing will increase by 10% | | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1 :By 2022, students scoring proficient/distinguished in Science will increase from 13.5% to 16% | KCWP:2: Design and Deliver Instruction | Increase collaboration in deconstructing standards | Modifications of unit plans and implementation | Unit plans and learning target progression (PLC/PLD) | | |
| | | Ensure congruence is present between standards, learning targets, and assessment measures | Curriculum is implemented to meet the needs of all learners. | Assessment data, walk throughs, PD, and PLCs | | |
| | | Develop assignments and activities that reflect the learning that has already been done in order to allow students to demonstrate success | Students are demonstrating ability and have evidence for it | Ongoing Assessment data | | |
| | | Instructional materials/resources to facilitate the enhancement and/or understanding of content and the application of skills | Students demonstrate growth in targeted areas | Ongoing Assessment data, progress data | Title 1, ESS, ESSER | |
| | KCWP:5 Design, Align, and Deliver Support | PLC cyclical protocol of resource sharing, collaborative lesson creation, and data analysis | Schedule of cyclical protocol is created and implemented | Ongoing Planning committee meeting minutes, emails, shared drive, | | |
| | | PLD reserved for standards deconstruction, common assessment criteria and creation of phenomenon based assessments | Department encouraged to work as PLC on PLD specifically for these activities. | Ongoing PLCs and actual protocol plan | | |
| | | Implement plan with fidelity | The timelines in the plans are met or adjusted to meet the needs of students | Ongoing Planning committee meeting minutes, emails, shared drive, | | |
| Objective 2: By 2022, students scoring proficient/distinguished in Social Studies will increase by 10% | KCWP:2 Design and Deliver Instruction | Ensure congruence is present between standards, learning targets, and assessment measures. | Curriculum is implemented to meet the needs of all learners | Ongoing Lesson plans, assessment data, walk throughs, PD, and PLCs | | |

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| | | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments | Modifications are made to include differentiation and reteaching as necessary | Ongoing Lesson plans, assessment data, walk throughs, and PLCs | |
| | | Instructional materials/resources to facilitate the enhancement and/or understanding of content and the application of skills | Students demonstrate growth in targeted areas | Ongoing Assessment data, progress data | Title 1, ESS, ESSER |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented for determination of program and initiative effectiveness | The timelines in the plans are met or adjusted to meet the needs of students. | Ongoing PLCs and actual plan protocol | |
| | | Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. | The goals and measures within the CSIP are reviewed consistently. | Ongoing Planning committee meeting minutes, emails, shared drive, | |
| Objective 3: By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 53.8% to 56.3% | KCWP:2: Design and Deliver Instruction | Ensure congruence is present between standards, learning targets, and assessment measures. | Curriculum is implemented to meet the needs of all learners | Ongoing Lesson plans, assessment data, walk throughs, and PLCs | |
| | | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments | Modifications are made to include differentiation and reteaching as necessary | Ongoing Assessment data, progress data | |
| | | Instructional materials/resources to facilitate the enhancement and/or understanding of content and the application of skills. | Students demonstrate growth in targeted areas | Ongoing Assessment data, progress data | Title 1, ESS, ESSER |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented for determination of program and initiative effectiveness | The timelines in the plans are met or adjusted to meet the needs of students | Ongoing PLCs and actual plan protocol, writing plan, and writing folders | |

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| | | Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. | The goals and measures within the CSIP are reviewed consistently | Ongoing Planning committee meeting minutes, emails, shared drive | |
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3: Achievement Gap

| Goal 3: By 2025, Students with Disabilities scoring proficient/distinguished in Reading and Math will increase by 10% By 2025, Economically Disadvantaged students scoring proficient/distinguished in Reading and Math will increase by 10% | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By 2022, Students with Disabilities scoring proficient/distinguished in Reading and Math will increase 2.5% | 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 master | Staff participates in quality, targeted PDs that address needs of gap group Teachers implement strategies learned in PD | Ongoing PD plan, sign in sheets, walkthrough data, lesson plans | Title 1, ESS, ESSER |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. | Support personnel provide support within the classroom to assure modifications are made to include differentiation and reteaching as necessary | Ongoing Master schedule, lesson plans | |
| | | Instructional materials/resources to facilitate the enhancement and/or understanding of content and the application of skills. | Students demonstrate growth in targeted areas. | Ongoing Assessment data, progress data | Title 1, ESS, ESSER |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented with targeted gap considerations | The timelines in the plans are met or adjusted to meet the needs of students. | Ongoing PLCs and actual plan protocol | |
| | | Evaluate state of gap groups at the same rate as the plan and adjust based on celebrations and and concerns | Implement changes as necessary based on findings | Ongoing PLCs, 30-60-90 day plans | |
| | | After school instructional opportunities/resources to facilitate the enhancement and/or | Students demonstrate growth in targeted areas | Ongoing Assessment data, progress data | Title 1, ESS, ESSER |

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| | | understanding of content and the application of skills | | | |
| | | Develop school supports to promote and support learning for all | | | Title 1, ESS, ESSER |
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| Objective 2 By 2022, Economically Disadvantaged students scoring proficient/distinguished in Reading and Math will increase by 2.5% | 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 | Staff participates in quality, targeted PDs that address needs of gap groups. Teachers implement strategies learned in PD | Ongoing PD plan, sign in sheets, walk throughs, lesson plans | Title 1, ESS, ESSER |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students | Support personnel provide support within the classroom to assure modifications are made to include differentiation and reteaching as necessary | Ongoing Master schedule, lesson plans | |
| | | Instructional materials/resources to facilitate the enhancement and/or understanding of content and the application of skills. | Students demonstrate growth in targeted area | Ongoing Assessment data, progress dat | Title 1, ESS, ESSER |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented with targeted gap considerations | The timelines in the plans are met or adjusted to meet the needs of students. | Ongoing PLCs and actual plan protocol | |
| | | Evaluate state of gap groups at the same rate as the plan and adjust based on celebrations and concerns. | Implement changes as necessary based on findings. | Ongoing PLCs, 30-60-90 day plans | |
| | | Develop school supports to promote and support learning for al | A system is in place to review and address student needs. | Ongoing Mentoring records/schedule, student data, teacher and parent input, and PLC minutes | Title 1, ESS, ESSER |

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| | | After school instructional opportunities/resources to facilitate the enhancement and/or understanding of content and the application of skills. | Students demonstrate growth in targeted areas. | Ongoing Assessment data, progress data | Title 1, ESS, ESSER |
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4: Growth

| Goal 4: Goal: By 2025, the Growth rate for all students in Reading and Math will increase by 10% | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By 2022, the Growth rate for all students in Reading and Math will increase by 2.5% | KCWP: 2: Design and Deliver Instruction | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessment | Modifications are made to include differentiation and reteaching as necessary | Ongoing Lesson plans, assessment data, walk throughs, and PLCs | Title 1, ESS, ESSER |
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students | Support personnel provide support within the classroom to assure modifications are made to include differentiation and reteaching as necessary | Ongoing Master schedule, lesson plans | |
| | KCWP:5 Design, Align, and Deliver Support | Ensure plans are developed and implemented for determination of program and initiative effectiveness | The timelines in the plans are met or adjusted to meet the needs of students | Ongoing PLCs and actual plan protocol | Title 1, ESS, ESSER |

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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| Objective 2 | | | | | |
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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:

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| 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. | <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.

| 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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