

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*, *Shiple*y, *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:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - o 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
	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

By 2025, students scoring proficient/distinguished in Reading will increase from 64.5% to 73.5% and in Math from 63.9% to 72.9%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2022, students scoring proficient/distinguished in Reading will increase from 64.5% to 66.3%.	KCWP2: Design and Deliver Instruction Classroom Activities	<ul style="list-style-type: none">- Orton Gillingham Phonics- iReady diagnostic (reading diagnostic)- MyPath for iReady leveled online program for grades 1-5- LEAD 21(Reading Program for 2-5)- Curriculum Associates: Ready Common Core (Supplemental ELA Program for 2-5)- Novel Studies-After-school program to practice specific skills- ESSER support educator for reading and math	<ul style="list-style-type: none">-Walk-throughs-Lesson Plans- Curriculum Guides- iReady Data- Mypath for iReady leveled online program for grades 1-5 data- Benchmark Data-Data Team Assessment Results-Fluency monitoring-Common assessment	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA ESSER Funds District Funds deficient skills, and enrich proficient skills
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	iReady Diagnostic Results Benchmark Data Team Assessment Results	Every other month	Title I Instructional PPA District Funds
By 2022 students scoring proficient/distinguished in Math will increase from 63.9% to 65.7%.	KCWP2: Design and Deliver Instruction Classroom Activities	<ul style="list-style-type: none">- REFLEX (Supplemental online math resource for 1-5)- Everyday Math (Core Math Program for 1-5)- Prodigy (online review program)- iReady Daignostic (1-5)- MyPath online program tied to- iReady Diagnostic	<ul style="list-style-type: none">Walk-throughs Lesson Plans Curriculum Guides Common Assessment ResultsiReady Diagnostic Benchmark Data Team Assessment Results	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA District Funds ESSER Funds

		- ESSER support educator for reading and math.			
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	iReady Diagnostic Benchmark Data Team Assessment Results	every other month	Title I Instructional PPA District Funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2025, students scoring proficient/distinguished in Science will increase from 40% to 55%, from 64.6% to 73.6% in Social Studies, and from 69.9% to 84.9% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2022, students scoring proficient/distinguished in Science will increase from 40% to 43%.	KCWP2: Design and Deliver Instruction Classroom Activities	We have departmentalized upper grades to ensure science instruction. We are combining Science instruction into reading centers to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Though the state is not requiring TCTs, we are conducting one to two per year. Implementation of Mystery Science for engagement, differentiation, and discovery learning. We have a STEM related arts teacher to help foster science education in all grade levels.	-Walk-throughs -Lesson Plans -Benchmark Data -Analysis of STEAM product -Common Assessment analysis	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA District Funds
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	- Benchmark Data - Data Team - Assessment Results -Common Assessment analysis	every other month	Title I Textbook/ Instructional PPA District Funds
By 2022 students scoring proficient/distinguished in Social Studies will increase from 64.6% to 66.4%.	KCWP2: Design and Deliver Instruction Classroom Activities	We have created a district-wide cohort of Social Studies educators where they meet on a regular basis to discuss content, align their standards with resources, and discuss assessments. We have implemented a Geography Club to ensure enrichment of standards for some of the students. We have created a school wide schedule that	- Walk-throughs - Lesson Plans - Curriculum Guides - Benchmark Data - Common Assessment analysis - Analysis of Social Studies products	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA District Funds

		includes time for Social Studies for all grade levels, ensuring the continuum is completed with fidelity.			
By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 69.9% to 72.9%.	KCWP2: Design and Deliver Instruction Classroom Activities	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 - Peer Editing - PLC meetings to discuss writing success - Follow the school writing plan - 3.8 paragraph structures (Abel and Atherton) - Developed a Literacy/Curriculum Committee	- Live Scoring with administration and district-level staff -Walkthroughs -Lesson Plans -Common Assessment Results (district assessments three times a year)	August 2021-May 2022	Title I Instructional PPA District Funds

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2025, Economically Disadvantaged students scoring proficient/distinguished in Reading will increase from 56.5% to 67.5% and from 54.8% to 65.8% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2022, Economically Disadvantaged students scoring proficient/distinguished in Reading will increase from 56.5% to 58.7%.	KCWP2: Design and Deliver Instruction Classroom Activities	- Literacy First (Literacy Process for Grades 1-2) - LEAD 21(Reading Program for 2-5) - Curriculum Associates: Ready Common Core (Supplemental ELA Program for 2-5) - iReady diagnostic (1-5) and - MyPath individualized online instruction.	-Walk-throughs -Lesson Plans -Curriculum Guides -iReady Diagnostic -Benchmark Data -Data Team Assessment Results	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA District Funds
	KCWP4: Review, Analyze and Apply Data	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	-iReady diagnostic -Benchmark Data -Data Team -Assessment Results	Every other month	Title I Textbook/ Instructional PPA District Funds
By 2022, Economically Disadvantaged students scoring proficient/distinguished in Math will increase from 54.8% to 57%.	KCWP2: Design and Deliver Instruction Classroom Activities	- REFLEX (Supplemental online math resource for 1-5) - Everyday Math (Core Math Program for 1-5) - Prodigy (online review program) iReady diagnostic tied to MyPath online instruction (1-5)	- Walk-throughs - Lesson Plans - Curriculum Guides - iReady Diagnostic - Benchmark Data - Data Team Assessment Results	December 2021 May 2022 December 2022	Title I Textbook/ Instructional PPA District Funds
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and	- iReady Data - Benchmark Data - Data Team Assessment Results	Every other month	Title I Textbook/ Instructional PPA District Funds

		monitor and evaluate the results to determine next steps.			
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4: Growth

Goal 4 (State your growth goal.): By 2025, the Growth rate for all students in Reading and Math will increase from 53.4 to 64.9.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2022, the Growth rate for all students in Reading and Math will increase from 53.4 to 55.7.	KCWP 5: Design, Align and Deliver Support	Utilize daily formative data collection tools, benchmark data, summative data, non- academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement. - Specific, targeted instruction from ELL teacher - Collaboration between ELL teacher and homeroom teacher - KSI Specialist (Targeting 1-5 students in Tier 2 and Tier 3) - ESS Daytime Waiver (Reading and Math) - Gifted and Talented -ELL Technology Integration (1:1 Classrooms) - Professional Learning Communities - Title I Extension After-school Program (1-5) - Learning A to Z (Supplemental resource to core programs) - Assessments (iReady, Benchmarks, Literacy First, i-Ready)	- Walkthroughs - Lesson Plans - iReady Data - Benchmark Data - ESS Progress Reports - KSI Monitoring Responsible Persons - Leadership Team - Teachers - ESS Coordinator - Title I Coordinator - ELL Staff - GT Teacher	February 2022 April 2022 September 2022 April 2023	District Funds Title I ESS Professional Learning ESSER funds

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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.	<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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