

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: By 2025, students scoring proficient/distinguished in Reading will increase from 60% to 70% and in Math from 39.5% to 54.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Reading will increase from 60% to 62%.	KCWP 2: Design & Deliver Instruction	Math & Reading Intervention class period for all students not scoring at proficiency on state assessment. Math & Reading intervention to include ESS for identified students	We will use PLC agendas, state assessment & I-ready results	Ongoing	ESS funds
		Utilize ESSER support staff for Ma/Rdg students			
		Intervention/Extension program in both reading & math to target those students scoring below proficiency as well as those scoring at proficiency or above.	We will use PLC agendas, state assessment & I-ready results	Ongoing	
		Title funding for 1.5 additional teachers to reduce class size.	We will use state assessment & I-ready results	Ongoing	Title 1 funds
Objective 2 By 2022, students scoring proficient/distinguished in Math will increase from 39.5% to 42.5%.	KCWP 2: Design & Deliver Instruction	Math & Reading Intervention class period for all students not scoring at proficiency on state assessment. Math & Reading intervention to include ESS for identified students.	We will use PLC agendas, state assessment & I-ready results	Ongoing	ESS funds
		Use of ESSER support staff for Ma & RDG classes			
		Intervention/Extension program in both reading & math to target those students scoring below proficiency as well as those scoring at proficiency or above.	We will use PLC agendas, state assessment & I-ready results	Ongoing	

2: Separate Academic Indicator

Goal: By 2025, students scoring proficient/distinguished in Science will increase from 35.1% to 51.1%, from 59.9% to 69.9% in Social Studies, and from 14.1% to 35.6% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Science will increase from 35.1% to 38.3%.	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, objectives, & assessments	We will use PLC agendas, state assessment	Ongoing	
		Vertical curriculum mapping to identify curriculum gaps	PLC agendas	Ongoing	
Objective 2 By 2022, students scoring proficient/distinguished in Social Studies will increase from 59.9% to 61.9%. .	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, objectives, & assessments	We will use PLC agendas, state assessment	Ongoing	
		Vertical curriculum mapping to identify curriculum gaps	PLC agendas	Ongoing	
Objective 3 By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 14.1% to 18.4%	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, objectives, & assessments	We will use PLC agendas, state assessment	Ongoing	

3: Achievement Gap

Goal: By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.3% to 43.8% and from 8% to 31% in Math					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.3% to 29%	KCWP 5: Design, Align & Deliver Support	Students needing support are identified and provided with intervention services academic, behavioral modifications	We will use PLC agendas, state assessment & I-ready results	Ongoing	
Objective 2 By 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 8% to 12.6%	KCWP 5: Design, Align & Deliver Support	Students needing support are identified and provided with intervention services for academic, behavioral modifications	We will use PLC agendas, state assessment & I-ready results	Ongoing	

4: Growth

Goal: By 2025, the Growth rate for all students in Reading and Math will increase from 48.3 to 61.3.					
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 from 48.3 to 50.9.	KCWP 2: Design & Deliver Instruction			Ongoing	ESS funds
		Intervention/Extension program in both reading & math to target those students scoring below proficiency as well as those scoring at proficiency or above.	We will use PLC agendas, state assessments & I-ready results	Ongoing	
		Title funding for 1.5 additional teachers to reduce class size.	We will use state assessment & I-ready results	Ongoing	Title 1 funds