

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 (State your proficiency goal.): To increase the proficiency rate of students in Reading and Math as follows:

Reading-- From 82.7% in 2019 to 85% by 2024.

Math -- From 78.4% in 2019 to 81% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading and math as measured by the KPREP to the following levels: <ul style="list-style-type: none"> ● Reading: 83.5% ● Math: 79% 	KCWP 1 Organize professional development activities that focus on the needs of highly capable students.	Train teachers on the needs of highly capable students in their classrooms and provide easy access to data on students who are identified as gifted and/or talented.	Progress monitoring will occur via NWEA MAP testing, trimester grades and common formative assessments developed in content area PLCs.	Ongoing in SY 2020/21	No funding Req'd
		Ensure that instructional strategies and resources are available to all teachers via the NOMS instructional coach and/or the GT Teacher.	Progress monitoring will occur via NWEA MAP testing, KPREP assessment, trimester grades and common formative assessments developed in content area PLCs.	Ongoing in SY 2020/21	PD Fund, General Fund
	KCWP Create and support a school wide system to collect student data that is used to drive classroom instruction.	Align professional learning opportunities as they relate to academic formative assessment to ensure: <ul style="list-style-type: none"> ● Assessments evolve from high-quality content standards ● Ensure that assessments are designed to best evaluate student learning (i.e. learning target/essential standards) 	Evidence in progress on MAP and monthly grades to monitor student performance.	Ongoing in SY 2020/21	PD Fund, General Fund

		<ul style="list-style-type: none"> Assessments written prior to instruction to ensure Backward Design 			
		Implement and refine the use of NOMS data dashboard to monitor student achievement and academic progress over the school year.	Grade level teams and content area PLCs monitor academic performance through the NOMS data dashboard during PD time.	Ongoing in SY 2020/21	No funding Req'd
KCWP Create, refine and monitor classroom instructional expectations that ensure students receive inquiry based instruction that is rigorous, viable and aligned to standards.		Ensure core content classes are structured to cover critical content aligned to common core standards and uses workshop model to best support gradual release of responsibility.	Content PLC meetings, PLC minutes Curriculum Maps with Essential Standards	Ongoing in SY 2020/21	No funding Req'd
		Ensure that curriculum mapping is occurring to identify instructional gaps, including planning for introduction of standard, development and gradual release phases and arrival at standards mastery.	Content Leader meetings, Peer Observations, Walk-throughs, PLC minutes	Ongoing in SY 2020/21	No funding Req'd
KCWP Create/Refine culture where the school & classroom are safe and conducive to learning (PBIS)		Provide support through professional learning and the use of the NOMS STEP System to assist teachers in ensuring TIER I PBIS is taught and modeled at high levels.	Monthly MTSS Leaders meetings, Data Dives each trimester, Feedback Surveys on PD, IMPACT Survey	Ongoing in SY 2020/21	No funding Req'd
		Establish and implement TIER II/III PBIS including the use of the NOMS STEP System and wrap around services for students needing additional supports.	Professional learning survey responses, Intervention Plans, Progress Data, STEP Leaders meetings, STEP System data.	Ongoing in SY 2020/21	PD fund, General

2: Separate Academic Indicator: Writing

Goal 2 (State your separate academic indicator goal.): Increase proficiency in writing as measured by the KPREP Assessment according to the following table:

Writing		
2018	2019	2024
46.4%	58%	65%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in writing, as measured by the KPREP Assessment from 58% (2019) to 60% (2021)	KCWP Employ a uniform system to evaluate writing and coach teachers on writing instruction across grade levels.	Students will write baseline essays in the fall and benchmark essays in the spring to measure their growth as writers.	Growth on the OC writing rubric.	Ongoing in SY 2020/21	No funding Req'd
		A facilitated debrief will identify trends in student performance as writers. Instructional planning will occur based on the needs of each content area.	Growth on the OC writing rubric.	Ongoing in SY 2020/21	No funding Req'd
	KCWP Teachers will gather exemplary writing pieces based on the district writing plan to model quality writing for students.	Teachers will ensure that students have participated in the school / district writing plan.	Student writing samples will be gathered and shared in Language Arts classes.	Ongoing in SY 2020/21	No funding Req'd
		Students engage in goal setting and reflection with the ELA teacher as they complete curriculum embedded writing activities	Student writing samples will be gathered and shared in Language Arts classes.	Ongoing in SY 2020/21	No funding Req'd

2: Separate Academic Indicator: Science

Goal 2 (State your separate academic indicator goal.): Improve the percent of students at proficiency in science from 41.2% in 2019 to 60% by 2024

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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Objective 1: Improve the percent of students at proficiency in science from 41.2% in 2019 to 43.9% by June of 2021.	KCWP Ensure the alignment of the science curriculum to national science standards and the rigor of classroom instruction.	The science content leader checks in regularly with science PLC teams to ensure that they are following the district scope and sequence document.	Current examples of student work and notes captured in the district scope and sequence document.	Ongoing in SY 2020/21	No funding Req'd
		Science PLC teams meet to review student work, ensure the rigor of classroom instruction and monitor student progress towards learning goals.	Professional learning agendas and PLC minute	Ongoing in SY 2020/21	No funding Req'd
		The science department meets during teacher work days to review trends in student learning and monitor the progress of student groups.	Department meeting agendas and meeting notes.	Ongoing in SY 2020/21	No funding Req'd

2: Separate Academic Indicator: Social Studies

Goal 2 (State your separate academic indicator goal.): Improve the percent of students at proficiency in Social Studies from 83.7% in 2019 to 86% by 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve the percent of students at proficiency in Social Studies from 83.7% in 2019 to 84.5 % by 2021	KCWP Create, refine and monitor classroom instructional expectations that ensure students receive inquiry based instruction that is rigorous, viable and aligned to standards	Deepen understanding of inquiry and develop strategies to shift and/or build upon my implementation of inquiry	Evidence of inquiry standards in PLC notes, walkthroughs and classroom observations.	Ongoing in SY 2020/21	No funding Req'd
		SS PLC teams meet to review student work, ensure the rigor of classroom instruction and monitor student progress towards learning goals.	Professional learning agendas and PLC minute	Ongoing in SY 2020/21	No funding Req'd
		The SS department meets during teacher work days to review trends in student learning and monitor the progress of student groups.	Department meeting agendas and meeting notes.	Ongoing in SY 2020/21	No funding Req'd

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase proficiency of students in GAP Groups in reading and math as measured by KPREP Assessment as follows:					
Reading			Math		
2018	2019	2024	2018	2019	2024
SWD: 41.4%	SWD: 35.1%	SWD: 50%	SWD: 27%	SWD: 28.4%	SWD: 40%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of disabled students scoring P/D in: -Reading from 35.1% to 37.5% in 2021. -Math from 28.4% to 30.5% in 2021.	Ensure Tier I curriculum is accessible to all students via the co-teaching model and ensure that instruction and assessments meet the intent and rigor of the standards.	Utilize the common look for / co-teaching tool during classroom walk throughs to drive professional development over the school year.	Walkthrough data, PLC reflections	Ongoing in SY 2020/21	No funding Req'd
		Design a progress monitoring page in the NOMS Virtual Data Room that compiles achievement / progress monitoring scores for GAP students.	ECS Team meeting notes, Intervention Team meetings, PLC notes.	Ongoing in SY 2020/21	No funding Req'd
	Offer targeted ELA intervention for students supported in special education via online programming.	Allocate time for intervention teachers to deliver specialized instruction via an online platform to GAP students based on need.	Progress monitoring through the NOMS Data Wall, Achieve 3000 and NWEA MAP Testing.	Ongoing in SY 2020/21	Title II
		Through Tier III intervention blocks, students will receive reading, math and writing instruction using research based curriculum.	Progress in the Leveled Literacy Intervention (LLI) program, Achieve 3000 GORT-5 performance and KeyMath performance.	Ongoing in SY 2020/21	Title II

4: Growth

Goal 4 (State your growth goal.): Increase total growth rate of students on KPREP reading and math from 52.7% in 2019 to 60% by June of 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase total growth rate of students on KPREP reading and math from 52.7% in 2019 to 55% by June of 2021</p> <p>Reading- 57.4 (2019) Math- 47.9 (2019)</p>	<p>KCWP</p> <p>Create and monitor teacher planning and instructional decision making for evaluating students' growth over time (current year and multi-year if applicable)</p>	<p>Align NWEA MAP data and professional learning opportunities over the school year to ensure that teachers understand and utilize diagnostic reports for individuals and classes including projection charts and quadrant reports</p>	<p>Professional learning agendas, professional learning feedback surveys, PLC minutes</p>	<p>Ongoing in SY 2020/21</p>	<p>PD, General fund</p>
<p>Objective 2:</p> <p>Increase the school's conditional growth percentile (as compared to other schools, nationally, that are similar to them) according to the following:</p> <p>Reading: From 46th percentile to 55th Math: From 35th percentile to 45th.</p>	<p>KCWP 3</p> <p>Assist teachers in evaluating students' growth over time by analyzing and triangulating data.</p>	<p>Establish and implement student monitoring of learning, including but not limited to:</p> <ul style="list-style-type: none"> • Student growth goal from MAP • Clear understanding of KPREP success • Attendance and behavior • Communication folder items and reflection • Student Common Formative Assessment format reflects learning target success indicators for students to track digitally 	<p>Student learning profiles, Professional Learning minutes and documents, Implementation check</p>	<p>Ongoing in SY 2020/21</p>	<p>No funding required</p>

5: Transition Readiness

Goal 5 (State your transition readiness goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.): N/A					
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.

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