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, Baldridge, 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.):
Increase proficiency in reading and math, as measured by the KPREP and MAP assessments, according to the following table:

Reading	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Spring 2023
KPREP	67.3%	No Results due to COVID		48%		55%	67%
MAP	65.9%	58.5%	58.6%	52%	57.2%	63%	67%
Math	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Spring 2023
KPREP	63.1%			54%		60%	67%
MAP	59%	58.7%	55.3%	42.3%	57%	63%	67%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading as measured by the KPREP assessment according to the following data: **KPREP** ● Reading from 48% (Spring 2021) to 67% (Spring 2023) **MAP** ● Reading from 52% (Spring 2021) to 67% (Spring 2023)	KCWP 2: Ensuring that effective strategies and programs implemented in classrooms	Teachers will participate in training around the following instructional practices: strategy groups, read aloud and assessment practices	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		$10,000
		A defined word study and phonics curriculum will be implemented K-5	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		$1000
	KCWP 3: Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets	Teachers will utilize progress monitoring tools to monitor student progress	Analysis of PM tools		$0
		Teachers will write common formative assessments in reading aligned with standards	MAP & KPREP achievement		$0
	KCWP 3: Design and Deliver Assessment Literacy	Students will be aware of learning targets and their progression towards those targets through the use of a data folder	Data folders		$0

Objective 2: Increase proficiency in math as measured by the KPREP assessment according to the following data: **KPREP** •Math from 54% (Spring 2021) to 67% (Spring 2023) **MAP** •Math from 42.3% (Spring 2021) to 67% (Spring 2023)	KCWP1: Design and Deploy Standards: Create a guaranteed and viable curriculum	Curriculum frameworks will be designed around the new math resource Bridges.	MAP & KPREP achievement		$0
	KCWP2: Design and Deliver Instruction	Teachers will increase their content knowledge and pedagogy in best practices in mathematics so that all instruction is aligned to learning targets through professional development.	KPREP and MAP data		$5000

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
Increase social studies proficiency rating for all students to 69.6% in 2019 to 78% in 2024
Increase writing proficiency rating for all students from 52% in 2019 to 74% in 2024

	2021	2022	2023	2024
Social Studies	**Not assessed**	**72%**	**75%**	**78%**
Writing	**65%**	**68%**	**71%**	**74%**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the overall social studies proficiency for all students from 69.6% proficient and distinguished in 2019 to 72%	KCWP2: Design and deliver instruction in social studies	Deepen our understanding of the new social studies curriculum and inquiry based instruction	KPREP data		$0
		Deepen our understanding of the new content knowledge related to the Social Studies curriculum	KPREP data		$0

proficient and distinguished in 2022.					
Objective 2 Collaborate to increase overall writing proficiency of all students from 65% in 2021 to 68% by 8/1/2022 as measured by the KPREP Assessment	KCWP3: Design and deliver assessment literacy	Deepen our understanding of the new writing rubrics released by the state	KPREP data		$0

3: Achievement Gap

Goal 3 (State your achievement gap goal.):
Increase the overall proficiency rating in reading and math for students with disabilities according to the following table:

Students with Disabilities

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Reading	41.5%	*Not tested	25.5%	47.5%	50%
Math	31%	*Not tested	25.5%	38%	41%

Students fr

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 collaborate to increase overall proficiency rating for students with disabilities in reading from 41.5% to 44% in the spring of 2021	KCWP6: Ensure equitable access to all learners a meaningful and rigorous curriculum	Teachers will learn effective techniques for delivering specially designed instruction within the co-teaching models	KPREP and MAP data Teacher observations Novice reduction		$0
		Teachers will analyze data on a routine basis to ensure students have access to a meaningful and rigorous curriculum	KPREP and MAP data Teacher observations Novice reduction		$500
Objective 2: collaborate to increase overall proficiency rating for students with disabilities in math from 31% to 35% as of spring of 2021	KCWP5: Appropriate academic interventions for students	ECS teachers and Interventionists will receive additional training in Math Recovery and utilize those skills during core instruction and when providing interventions.	KPREP, AVMR and MAP data Novice reduction		$2000

4: Growth

Goal 4 (State your growth goal.):
Increase the school growth percentiles according to the MAP assessment in reading and math combined according to the following table:

	Fall 2019 - Fall 2020 *Out of school in March 2020	Fall 2020 - Fall 2021 *Hybrid	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Reading Growth	54.2%	46%	50%	54%
Math Growth	34.2%	50%	53%	56%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: collaborate to increase overall reading growth by 1st -5th graders from 46% (fall 2020 to fall 2021) to 50% by fall 2022 as measured by the MAP Assessment.	KCWP 2: Ensuring that effective strategies and programs implemented in classrooms	A cadre of teachers will attend training around the following instructional practices: strategy groups, read aloud and assessment practices	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		$10,000
		A defined word study and phonics curriculum will be implemented K-5	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		$1000
	KCWP 3: Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets	Teachers will utilize progress monitoring tools to monitor student progress	PM Tool		$5000
		Teachers will write common formative assessments in reading aligned with standards	MAP & KPREP achievement		$0
	KCWP 3: Design and Deliver Assessment Literacy	Students will be aware of learning targets and their progression towards those targets through the use of a data folder	Data folders		$0
Objective 2: collaborate to increase overall math growth by 1st -5th graders from 50% (fall	KCWP1: Design and Deploy Standards: Create a guaranteed and viable curriculum	Curriculum frameworks will be designed around the new math resource Bridges.	MAP & KPREP achievement		$500

2020 to fall 2021) to 53% by fall 2022 as measured by the MAP Assessment.	KCWP2: Design and Deliver Instruction	Teachers will increase their content knowledge in best practices in mathematics so that all instruction is aligned to learning targets through professional development.	KPREP and MAP data		

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.	☒
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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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