

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
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring proficient or better in reading from 62.2% to 70.8% and in math 62.2% to 70.8% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in reading from 62.2% to 63.9%.	Design and Deliver Instruction	Continue to purchase leveled reading materials for student instructional guided reading group especially grades 3-5	Percentage of lessons	Lesson Plans	\$16,000 Title I
		Continue with a reading specialist to work with targeted and intensive K-3 students. Hire a reading interventionist to work with targeted and intensive 4 and 5 students.	Working with identified students	Schedules	\$47,200 RTA, \$17,000 SBDM
	Design, Align, and Deliver Support	Implement updated ELA and Writing Standards	Percentage of lessons	Lesson Plans	\$1,000 PD
	Design and Deliver Assessment Literacy	Purchase reading materials and technology where student can access the material on school or home technology	Monitor their lessons	Lesson Plans	\$20,200 SBDM & Title I
Objective 2: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in math from 62.2% to 63.9%.	Design and Deliver Instruction	Continue math specialist to work with small groups of students (K-3) to increase their understanding of number sense. Hire a math interventionist to work with our 4 & 5 students.	Working with identified students	Schedules	\$47,200 MAF, \$17,000 SBDM
	Design and Deliver Assessment Literacy	Math software program will identify a learning path for students and give students an opportunity to self-pace their learning at home and school.	Monitor their lessons	Lesson Plans	\$19,500 SBDM & Title I
	Design, Align, and Deliver Support	Implement updated Math Standards	Percentage of lessons	Lesson Plans	\$1,000 PD

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or better in science from 34.9% to 49.7%, in social studies from 35.6% to 50.2%, and in writing 40.0% to 53.6% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in science from 34.9% to 37.9%.	Design and Deliver Instruction	Implement Mystery Science in our K-5 curriculum. The program is aligned to the Next Generation Science Standards. It focuses on science and engineering practices.	Percentage of Lessons Used	Lesson Plans	\$999.00 Title I
		Use Scholastic News and Scholastic Storyworks Jr and Storyworks to help engage our students in current science concepts.	Percentage of Lessons Used	Lesson Plans	\$4,8000 SBDM
Objective 2: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in social studies from 35.6% to 38.5%.	Design and Deliver Instruction	Use Scholastic News and Scholastic Storyworks Jr and Storyworks to help engage our students in current social studies concepts.	Percentage of Lessons Used	Lesson Plans	\$4,8000 SBDM
Objective 3: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in writing from 40.0% to 42.7%.	Design, Align, and Deliver Support	Early grades our implementing Primary Pond writing curriculum which is aligned with Lucy Calkins in their everyday teaching.	Percentage of Lessons	Lesson Plans	\$900 Striving Readers Grant
		Implement updated ELA and Writing Standards	Percentage of Lessons	Lesson Plans	\$1,000 PD

3: Achievement Gap

Goal 3: Increase the percentage of African American students scoring proficient or better in math from 25.0% to 42.0% and percentage of Free/Reduced-Price Meal students scoring proficient or better in social studies from 21.0% to 39.0% and percentage of Free/Reduced-Price Meal students scoring proficient or better in science from 29.1% to 45.2% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2019-2020 school year, increase the percentage of African American students scoring proficient or better in math from 25.0% to 28.4%.	Design and Deliver Instruction Design and Deliver Assessment Literacy	Continue math specialist to work with small groups of students (K-3) to increase their understanding of number sense. Hire a math interventionist to work with our 4 & 5 students.	Working with identified students	Schedules	\$47,200 MAF, \$17,000 SBDM
		Math software program will identify a learning path for students and give students an opportunity to self-pace their learning at home and school.	Monitor their lessons	Lesson Plans	\$19,500 SBDM & Title I
	Design, Align, and Deliver Support	Implement updated Math Standards	Percentage of lessons	Lesson Plans	\$1,000 PD
Objective 2: During the 2019-2020 school year, increase the percentage of Free/Reduced-Price Meal students scoring proficient or better in social studies from 21.0% to 24.6%.	Design and Deliver Instruction	Use Scholastic News and Scholastic Storyworks Jr and Storyworks to help engage our students in current social studies concepts.	Percentage of Lessons Used	Lesson Plans	\$4,800 SBDM
Objective 3: During the 2019-2020 school year, increase the percentage of Free/Reduced-Price Meal students scoring proficient or better in science from 29.1% to 32.3%.	Design and Deliver Instruction	Implement Mystery Science in our K-5 curriculum. The program is aligned to the Next Generation Science Standards. It focuses on science and engineering practices.	Percentage of Lessons Used	Lesson Plans	\$999.00 Title I
		Use Scholastic News and Scholastic Storyworks Jr and Storyworks to help engage our students in current science concepts.	Percentage of Lessons Used	Lesson Plans	\$4,800 SBDM

4: Growth

Goal 4: Increase the growth percentage from 52.7% to 63.7% by 2024 in math and reading combined.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2019-2020 school year, increase the growth percentage from 52.7% to 54.9% in math and reading combined.	Design and Deliver Instruction	Continue to purchase leveled reading materials for student instructional guided reading group especially grades 3-5	Percentage of lessons	Lesson Plans	\$16,000 Title I
		Continue with a reading specialist to work with targeted and intensive K-3 students. Hire a reading interventionist to work with targeted and intensive 4 and 5 students.	Working with identified students	Schedules	\$47,200 RTA, \$17,000 SBDM
	Design, Align, and Deliver Support	Implement updated ELA and Writing Standards	Percentage of lessons	Lesson Plans	\$1,000 PD
	Design and Deliver Assessment Literacy	Purchase reading materials and technology where student can access the material on school or home technology	Monitor their lessons	Lesson Plans	\$20,200 SBDM & Title I
	Design and Deliver Instruction	Continue math specialist to work with small groups of students (K-3) to increase their understanding of number sense. Hire a math interventionist to work with our 4 & 5 students.	Working with identified students	Schedules	\$47,200 MAF, \$17,000 SBDM
	Design and Deliver Assessment Literacy	Math software program will identify a learning path for students and give students an opportunity to self-pace their learning at home and school.	Monitor their lessons	Lesson Plans	\$19,500 SBDM & Title I
	Design, Align, and Deliver Support	Implement updated Math Standards	Percentage of lessons	Lesson Plans	\$1,000 PD

5: Transition Readiness

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

6: Graduation Rate

Goal 6 (State your graduation rate 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:
<p>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?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>