

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 (State your proficiency goal.): Increase the percentage of students scoring proficient or better, using the combined reading and math Kprep scores, from 51% in 2019 to 65% by 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2019-2020 school year, increase the percent of students scoring proficient or better in Reading from 54% to 60%	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	
		Each content will complete at least 1 LDC task each semester.		LDC tasks with Rubric – Analysis in PLC	
Objective 2 During the 2019-2020 school year, increase the percent of students scoring proficient or better in math from 48.75% to 52%	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	
		Each content will complete at least 1 LDC task each semester.		LDC tasks with Rubric – Analysis in PLC	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the percentage of students scoring proficient or better, using combined Social Studies, Science and On Demand Kprep scores, from 32% in 2019 to 45% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2019-2020 school year, increase the number of students scoring proficient or distinguished in social studies from 50% to 55% and in science from 21% to 35%.	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	
		Each content will complete at least 1 LDC task each semester.		LDC tasks with Rubric – Analysis in PLC	
	Design and Deploy Standards	Align instruction to new standards; use standards webinars/modules	Rates of proficiency on state assessment Common assessment mastery	Lesson & task development; common assessments	
Objective 2 During the 2019-2020 school year, increase the number of students scoring proficient or distinguished in On Demand writing from 23.3% to 35 %	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	
		Each content will complete at least 1 LDC task each semester.		LDC tasks with Rubric – Analysis in PLC	
	Design and Deploy Standards	School wide writing plan & PD	Rates of proficiency on state assessment Common assessment mastery	Student work samples	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the percentage of students scoring proficient or better, using the combined reading and math Kprep scores, from 51% in 2018 to 65% by 2022. Close the gaps among subgroups.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of African American students scoring novice in reading from 44% to 30%	Review Analyze and Apply Data	PLCs will implement an informal process to gather evidence to directly improve the learning of students.	Rates of proficiency on state assessment	Watch List Analysis MAP data	
		Create and Monitor a "Watch List" for students performing below proficiency.			
	Design, Align, Deliver Support	All staff will ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Rates of proficiency on state assessment	RTI small groups formed and utilized Expectations are communicated with students as seen through observations/walkthroughs.	
		All staff will promote a school culture which supports, both academic and behavioral, to promote and support learning for all			
Objective 2 Decrease the percentage of students with Disabilities scoring novice in reading from 57% to 50%	Review Analyze and Apply Data	PLCs will implement an informal process to gather evidence to directly improve the learning of students.	Rates of proficiency on state assessment	Watch List Analysis MAP data	
		Create and Monitor a "Watch List" for students performing below proficiency.			

Goal 3 (State your achievement gap goal.):

Increase the percentage of students scoring proficient or better, using the combined reading and math Kprep scores, from 51% in 2018 to 65% by 2022. Close the gaps among subgroups.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, Deliver Support	All staff will ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Rates of proficiency on state assessment	RTI small groups formed and utilized Expectations are communicated with students as seen through observations/walkthroughs.	
		All staff will promote a school culture which supports, both academic and behavioral, to promote and support learning for all			

4: Growth

Goal 4 (State your growth goal.): 75% of students will meet their individual MAP growth goal in reading & math by 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students meeting individual growth goal in Reading MAP from 53% to 58%	Review Analyze and Apply Data	PLCs will implement an informal process to gather evidence to directly improve the learning of students.	Rates of students meeting individual growth goals on MAP assessment	MAP assessment	
		Create and Monitor a "Watch List" for students performing below proficiency.			
	Design, Align, Deliver Support	All staff will ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Rates of proficiency on state assessment	RTI small groups formed and utilized Expectations are communicated with students as seen through observations/walkthroughs.	
		All staff will promote a school culture which supports, both academic and behavioral, to promote and support learning for all			
Objective 2 Increase the percentage of students meeting individual growth goal in Math MAP from 63% to 68%	Review Analyze and Apply Data	PLCs will implement an informal process to gather evidence to directly improve the learning of students. Create and Monitor a "Watch List" for students performing below proficiency.	Rates of students meeting individual growth goals on MAP assessment	MAP assessment	

Goal 4 (State your growth goal.):
 75% of students will meet their individual MAP growth goal in reading & math by 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, Deliver Support	All staff will ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Rates of proficiency on state assessment	RTI small groups formed and utilized Expectations are communicated with students as seen through observations/walkthroughs.	
		All staff will promote a school culture which supports, both academic and behavioral, to promote and support learning for all			

5: Transition Readiness

Goal 5 (State your transition readiness goal.):
 Increase the percent of 8th grade students who meet the pre-graduation requirement of “Score at least Proficient on the 8th-grade state-required assessment for reading and/or mathematics” measured by the combined proficient and distinguished on Kprep from 52.755 to 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished in reading from 58.3% to 63%	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	
Objective 2 Increase the percent of students scoring proficient or distinguished in math from 47.2% to 55%	Design and Deliver Instruction	Teachers will work in PLCs to ensure congruency is present between standards, learning targets and assessment measures.	Rates of proficiency on state assessment Common assessment mastery	PLC agendas & Common Assessments	

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"/>
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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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