

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:
By 2023, increase combined proficiency in reading and math (as measured by KPREP data) from 52.5 to 64.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- By the end of 2020-2021 school year, proficiency in reading will increase from 48.4 to 51 as measured by the KPREP assessment.	KCWP-2: Design and Deliver Instruction	Through PLC structure, monitor delivery of content through use of district-mandated monitoring tools and review of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards. Once a month in PLCs, conduct “status check” of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.	Teachers Administration PLC Minutes Observations 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.	\$0

1: Proficiency Goal

Goal 1 (State your proficiency goal.):

By 2023, increase combined proficiency in reading and math (as measured by KPREP data) from 52.5 to 64.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective 1- By the end of 2020-2021 school year, proficiency in reading will increase from 48.4 to 51 as measured by the KPREP assessment.	KCWP-2: Design and Deliver Instruction	Through PLC structure, monitor delivery of content through use of district-mandated monitoring tools and review of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards. Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.	Teachers Administration PLC Minutes Observations 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.	\$0
		Through Embedded PD, teachers will be trained on the TNTP process of determining grade level appropriate, rigorous content.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and	Teachers Administration PLC Minutes Observations 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.	\$0

			math will increase, as well		
<p>Objective 2 By the end of the 2020-2021 school year, math proficiency will increase from 56.5 to 57.5 as measured by the K-PREP assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Use formative and summative assessment data to monitor efficacy of instruction and plan and deliver next-steps in instruction. As our school works toward a grading system which measures mastery of standards, develop a monitoring tool for each formative and summative assessment.</p>	<p>In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as</p>	<p>Teachers Administration PLC Minutes Observations</p>	\$0
		<p>Through the PLC process, teachers will work together to complete a data analysis for assessments. The analysis will include a “Plan of Action” which includes the dates, times, and</p>	<p>math. In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative</p>	<p>Teachers Administration PLC Minutes Observations</p>	\$0

		strategies used for additional teaching/learning.	assessment data for reading and math will increase, as well.		
	KCWP 3: Design and Deliver Assessment Literacy	Provide professional development for teachers on assessments tools provided through Investigations/Envisions (in addition to unit assessments and benchmarks).	Teachers will be able to access and use all assessment tools available in Investigations/Envisions.	Teachers Administration PLC Minutes Observations	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Through Embedded PD, teachers will be trained on the TNTP process of determining grade level appropriate, rigorous content.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well	Teachers Administration PLC Minutes Observations 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.	\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
 By 2023, BCE will increase combined proficiency in the areas of writing, social studies, and science from 31.3 to 34.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2020-2021 school year, proficiency in science will increase from 28.2 to 31.2 as measured by the KPREP assessment.	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct “status check” of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for science will increase, as well.	Teachers Administration	\$0
		Grade level teams will participate in a mid-year collaboration with the Science Team Lead to review and make adjustments to curriculum beyond pacing for the 2nd half of the year.		Teachers Administration PLC Minutes Observations	\$0
	KCWP 1: Teachers will ensure that Tier I curriculum meets the	Teachers will participate in an evaluation of Science curriculum resources to use for Tier I instruction.	In addition to the 2018- 2019 K-PREP proficiency	Teachers Administration	\$0

	intent of the standard.		objective being reached, proficiency on unit, summative assessment data for science will increase, as well.		
		All grade levels will pilot the Science Amplify program, analyze the data for effectiveness, and make a recommendation to school leadership for purchase		All Teachers Administration	
Objective 2 By the end of the 2020-2021 school year, proficiency in social studies will increase from 37.8% to 41% as measured by the K - PREP assessment	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct "status check" of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2020-2021 K -PREP proficiency objective being reached, proficiency on unit, summative assessment data for social studies will increase, as well.	Teachers Administration	\$0

3: Achievement Gap

Goal 3 (State your achievement gap goal.):
By 2023, increase the combined proficiency in reading and math all students in the gap group from 35% to 67.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2021, 44.2% of non-duplicated gap students will score at or above proficiency in reading.	KCWP 2: Design and Deliver Instruction	Tier III Intervention Team RTI Team and grade level teachers meet regularly to determine appropriate research-based intervention strategies and assess the effectiveness of the intervention plan as evidenced by formative and summative assessment	Tier II and Tier III plans Progress monitoring plans Formative assessments	Ongoing Regular education teachers Intervention teachers	\$0
	KCWP 4: Review, Analyze, and Apply Data	PLC Teams Regular education, ELL, special education, and intervention teachers to write IEP and PSP goals to align with common core standards and data to support the individual needs of students.	IEP and PSP plans Formative and Summative assessments	Ongoing Regular education Intervention ELL	\$0

	KCWP 4: Review, Analyze, and Apply Data	All teachers will utilize/implement Imagine Learning computer based Tier II program for reading.	Imagine Learning Assessment results will be monitored through PLCs.	On going.	\$12,500
Objective 2 By May of 2021, 41.5% of non-duplicated gap students will score at or above proficiency in math.	KCWP 2: Design and Deliver Instruction	Teacher Professional Development Throughout the year, staff will have embedded and formal professional learning to grow their understanding of math curriculum, to improve math instruction.	Professional Development Plans Formative Assessment	Ongoing Regular education Administrations	\$0
	KCWP 4: Review, Analyze, and Apply Data	Attendance The guidance counselor, attendance clerk, and principal will work collaboratively with parents and district personnel to remove barriers that result in chronic absences and tardies.	Student action plans Attendance reports	Teachers Guidance Counselor	\$0
	KCWP 4: Review, Analyze, and Apply Data	All teachers will utilize/implement Imagine Learning computer based Tier II program for Math.	Imagine Learning Assessment results will be monitored through PLCs.	On going.	\$12,500

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4: Growth

Goal 4 (State your growth goal.): Increase the average combined reading and math growth in grades 3-5 from 16.7 to 58.35 by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, BCE will increase combined KPREP reading typical growth from 19.5 to 27.5.	KCWP 4: Review, Analyze, and Apply Data	PLC teams, instructional support staff, and intervention teachers will collaborate to review formative assessment data to ensure Tier II and Tier III interventions are targeted on standards-based instruction.	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	\$0
Objective 2 BCE will increase combined KPREP math typical growth from 13.9 to 22.5.	KCWP 5: Design, Align, and Deliver Support	Teachers will work collaboratively with the GT coordinator to develop differentiated instruction to extend student learning for students who have already mastered grade level core content, while	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	\$0

5: Transition Readiness

<p>Goal 5 (State your transition readiness goal.): By 2023, 5th grade combined readiness in reading and math for the ACT will increase from 47.9% to 73.95% as measured by the MAP assessment.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the end of the 2020-2021 school year, 5th grade readiness in reading for the ACT will increase from 58.3% to 62.5% as evidenced by the MAP assessment.</p>	KCWP: Design and Deliver Instruction	Teachers will utilize the Learning Continuum provided by the MAP assessment to plan Tier II instructional support.	Students with reading deficits will have their instructional needs identified and met during Tier II intervention.	Teachers Administration Tier II lesson plans	\$0
	KCWP: Design and Deliver Assessment Literacy	Teachers complete reading diagnostics at each grade level 3 times per year: fall, winter, and spring. Each diagnostic will be specific to the specific skills needed at each grade level.	Teachers will gain clarity in the specific needs of students in reading.	Teachers Administration District Reading Support	\$0
Objective 2	KCWP: Design and Deliver Instruction	Teachers will utilize the Learning Continuum	Students with reading deficits	Teachers Administration Tier II lesson plans	\$0

By the end of the 2020-2021 school year, 5th grade readiness in math for the ACT will increase from 37.5% to 43.75% as evidenced by the MAP assessment		provided by the MAP assessment to plan Tier II instructional support	will have their instructional needs identified and met during Tier II intervention.		

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate 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:
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.

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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