# 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.

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| * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |

**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

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

## 1: Proficiency Goal

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| Goal 1 (State your proficiency goal): Reading proficiency will increase: 45(MHS) by 2022/2023. Math proficiency will increase: 36(MHS) by 2022/2023. | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Proficiency will increase-  Reading: 42 by 2020  Math: 34.5 by 2020 | Instructional strategies will be addressed to improve student performance | The Thoughtful Classroom professional development will continue throughout the district. | Classroom Observations | June 2020 | Principal’s budget and Title I monies/SRCL | |
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| Data analysis will continue to be a critical part of the day to day operations | Data will be analyzed throughout the district to better assess individual students and increase student success. | Student Performance  Data Walls/Books | On-going | N/A | |
| Continuous Classroom Improvement and Plan, Do, Study, Act will continue to be modeled | Data Walks  Observations | On-going | Principal’s budget and Title I monies/SRCL | |
| KWP and SRCL grants will be implemented within the district to enhance student learning | Implement programs associated with the grants such as SRCL, Kentucky Writing Project, etc., to enhance student learning and progress monitoring. | Program Results, Progress Information, Grant Evaluations | On-going | SRCL/KWP | |
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| Design and Deliver Instruction by implementing PDSA strategies and CCI strategies. | Assess with formative and summative assessments that are aligned to the standards and learning targets. | Lunch ‘n Learns, Department Meetings, Lesson Plans, Samples | On-going | Principal’s budget and Title I monies/SRCL | |
| Design and Deliver Instruction by obtaining data from the CERT program for intervention. | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tier intervention needs. | Lunch ‘n Learns, Department Meetings, Lesson Plans | On-going | Gear-Up | |
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## 2: Separate Academic Indicator

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| Goal 2 (*State your separate academic indicator goal):*  *Science proficiency will increase: 3 (MHS) by 2022/2023* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  *Proficiency will increase:*  *-Science proficiency will increase:32 (MHS)* | Design and Deliver Instruction by implementing 3 dimensional learning based on NGSS: Practices, Crosscutting Concepts, and Disciplinary Core Ideas | The Thoughtful Classroom professional development will continue throughout the district. | Classroom Observations | June 2020 | Principal’s budget and Title I monies/SRCL | |
| Professional Development through NGSS | Data Walks | On-going | N/A | |
| Data analysis will continue to be a critical part of the day to day operations | Data will be analyzed throughout the district to better assess individual students and increase student success | Student Performance  Data Walls/Books | On-Going | N/A | |
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## 3: Achievement Gap

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| Goal 3 (State your achievement gap goal.): Goal 3 (*State your Gap goal):*  *Gap group students ( minorities, students with disabilities and economically disadvantaged students) will improve by 5 points in each deficiency prior to 2022/2023.* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Focus on students who are part of a Gap category to increase their performance. | Students who are identified as being within a Gap group will be given purposeful and intentional assistance to improve achievement | Data analysis will occur using PDSA and other methods to monitor student status as well as factors contributing to the status. Efforts will be made to remove barriers and improve student achievement. | Achievement Results | On-going | N/A | |
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| Family meetings will occur as needed to communicate where the student is currently performing and where the student needs to be. Meetings will also include information to assist with improving the performance of the student in and out of school. | Achievement Results | On-going | N/A | |
| Objective 2:  To reduce the number of GAP students performing at the Novice level. | Provide additional support to students identified as Novice | Additional support such as Gear Up Family Specialist, intervention, ESS, Summer school, attendance, family meetings, etc.… will be used purposefully to remove barriers and improve student achievement. | Achievement Results | On-going | N/A | |
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## 4: Growth

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| Goal 4 (*State your Graduation Rate goal):Maintain graduation rate of 95% or above by 2022/2023.* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Maintain graduation rate of 95% or above by 2020. | Provide support and services to ensure student success | Assist seniors with individual interventions as needed | Graduation | ACE completed before May 2020. | SRCL/GEAR UP | |
| Guidance Counselor meetings and Senior Contracts | Contracts for graduation are completed via individual meetings in July 2019 before 12th grade year begins. | July meetings completion 100%.  All seniors complete ACE via senior seminar. Guidance review of 1st semester completion of all seniors will occur Jan. 2020. |  | |
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## 5: Transition Readiness

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| Goal 5 (State your transition readiness goal): *Increase College and Career Readiness to 90% by 2022/2023.* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase College and Career Readiness improve to 70%. | Employ strategies to increase student success on Career, Vocational, Technical Exams, ACT Prep. | Practice KOSSA, ASVAB, KYOTE, and other Vocational/Technical Certification exams. | Students meet benchmark | Progress Monitoring Student Achievement |  | |
| Seniors will be provided support to secure successful transition to College or Career. | Students graduate and transition to College or Career path. | Progress Monitoring |  | |
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## 6: Graduation Rate

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| Goal 6 (State your graduation rate goal.): *Maintain graduation rate of 95% or above by 2022/2023.* | | | | | |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Maintain graduation rate of 95% or above by 2020. | Provide support and services to ensure student success | Assist seniors with individual interventions as needed | Graduation | ACE completed before May 2020. | SRCL/GEAR UP | |
| Guidance Counselor meetings and Senior Contracts | Contracts for graduation are completed via individual meetings in July 2019 before 12th grade year begins. | July meetings completion 100%.  All seniors complete ACE via senior seminar. Guidance review of 1st semester completion of all seniors will occur Jan. 2020. |  | |
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## 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:

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| **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:** |

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| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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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| **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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