

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.): Combined Reading and Math Proficiency score will increase to 74 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Demonstrate a proficiency score of 71 for Combined Reading and Math by 05/25/2021 as measured by K-PREP.	Curriculum/Instruction Revisions-The overall reading and math curriculum, as well as instructional practices, will be reviewed and revised to maximize student achievement.	Grades K-4 will maximize instructional/remediation time in reading and math by utilizing a differentiated instruction block of time to focus on reading and math across the grade levels.	PLC minutes and class schedules will show a dedicated time for “Jacket Block”.	08/01/2020-05/25/2021	
		Teachers will utilize the IReady Reading and Math program in regular classrooms, remediation, special education, and enrichment.	IReady Progress Monitoring	SAME	
		Teachers will participate in professional development for the purpose of improving student achievement. Training will be face-to-face, through webinars, conferences, and school visits.	Log of teacher hours dedicated to improving student achievement.	SAME	
		Accelerated Reader and Accelerated Math will be used to promote proficiency or above in reading and math by 2022.	An increase in student points and participation in both programs.	SAME	
		IXL is used to enhance classroom instruction in language arts, math, science, and social studies.	An increase in student points and participation in the IXL program.	SAME	
		IRead will be implemented in Kindergarten to better prepare students for first grade.	An increase in the number of Kindergarten students mastering all standards before entering first grade.	SAME	
	Objective 2	A new math curriculum, Singapore Math, has been implemented in grades K-4. Support and training will continue in this program.	Training in Singapore math will be provided for all mathematics teachers during the summer of 2021.	Log of teacher participation in mathematics training	Summer 2021

Goal 1 (State your proficiency goal.): Combined Reading and Math Proficiency score will increase to 74 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>Separate Academic Indicator score will increase to 68 by 2022.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <i>Separate Academic Indicator score will increase to 65 by 2021 as measured by KPREP.</i>	Professional Development for science teachers will be provided, addressing new standards.	Science teachers will attend the yearly KSTA conference.	Conference notes, materials and strategies documented and implemented in science classrooms.	08/01/2020-05/25/2021	
		Lead science teacher will attend KSTA conferences as a Board Member, 3 additional times.	SAME	SAME	
	Supplemental Materials provided to science classes to enhance instruction.	Mystery Science	Provides supplemental common core aligned science instruction to provide small group and individualized lessons for all students	SAME	
		IXL Science	SAME	SAME	
		Super Science Magazine	SAME	SAME	
Objective 2					

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

Students with IEPs will close the achievement gap with Students without IEPs by 10 points (from 28 to 18) by 2022.

Students with economic disadvantages will close the achievement gap with Students without economic disadvantages by 10 points (from 20 to 10) by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to raise the combined math and reading scores of students with IEPs, while decreasing the Gap with students without IEPs by 5 points (from 28 to 23) by May 2021 as measured by KPREP	Focus on students with disabilities-attention given to address the areas of concern in reading and math. IEPs will be reviewed and revised according to regulations in order to improve proficiency of students with disabilities.	Students performing below the 20 th percentile on the IReady diagnostic screening, along with teacher recommendation, will receive Tier I interventions from the classroom teacher, and tiers II and III interventions by support staff. This will take place during “Jacket Block” scheduling.	Academic Support Program /Progress Monitoring	08/01/2020-05//25/2021	
Objective 2 Collaborate to raise the combined math and reading scores of students with economic disadvantages while decreasing the Gap with students without economic disadvantages by 5 points (from 20 to 15) by May 2021 as measured by KPREP	Interventions and Instructional Support: Students achieving at a level below proficiency will be provided with instructional supports and interventions to help them achieve at higher levels.	The Accelerated Reader program will be used to encourage students to read in order to improve fluency, comprehension, and promote reading in a variety of texts, at different levels.	SAME	08/01/2020-05/25/2021	
		An in-school tutoring program will be implemented in third and fourth grades, providing in-class assistance to students needing additional support in reading and math.	SAME	01/01/2021-05/01/2021	
		The Accelerated Math program will be used during school to supplement common core aligned math instruction to provide individualized lessons for all students.	SAME	08/01/2020-05/26/2021	

Goal 3 (State your achievement gap goal.):

Students with IEPs will close the achievement gap with Students without IEPs by 10 points (from 28 to 18) by 2022.

Students with economic disadvantages will close the achievement gap with Students without economic disadvantages by 10 points (from 20 to 10) by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: Growth

Goal 4 (State your growth goal.):
 The overall Growth Indicator for the school will increase by 7 points (from 53 to 60) by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Combined Growth Indicator will improve to 57 by 05/25/2021.	Focus on students with disabilities-attention given to address the areas of concern in reading and math. IEPs will be reviewed and revised according to regulations in order to improve proficiency of students with disabilities.	Students performing below the 20 th percentile on the IReady diagnostic screening, along with teacher recommendation, will receive Tier I interventions from the classroom teacher, and tiers II and III interventions by support staff. This will take place during “Jacket Block” scheduling.	Academic Support Program /Progress Monitoring	10/01/2020-05//25/2021	
Objective 2 Collaborate to reduce the percentage of students scoring novice in reading and math by 05/25/2021, as measured by KPREP	Student Identification: Identify students who are scoring Novice in reading and math to improve proficiency.	RTI Services: Jacket Block scheduling and IReady Delivery	Progress Monitoring RTI Team PLC meetings	10/01/2020-05/26/2021	
		At Risk students who are identified as Novice (KPREP) or underperforming (IReady) are assigned a mentor to work with on a regular basis and monitor progress	Academic Support Program	10/01/2020-05/26/2021	

5: Transition Readiness

Goal 5 (State your transition readiness goal.):
 Combined Reading and Math Proficiency for 4th grade students will increase to 66% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Combined Reading and Math Proficiency for 4 th grade students will increase to 55% by 5/25/21 as measured by KPREP.	Curriculum/Instruction Revisions-The overall reading and math curriculum, as well as instructional practices, will be reviewed and revised to maximize student achievement.	Maximize instructional/remediation time in reading and math by utilizing a differentiated instruction block of time to focus on reading and math across the grade level.	PLC minutes and class schedules will show a dedicated time for “Jacket Block”.	08/01/2020-05/26/2021	
		Teachers will utilize the IReady Reading and Math program in regular classrooms, remediation, special education, and enrichment.	IReady Progress Monitoring	SAME	
		Accelerated Reader and Accelerated Math will be used to promote proficiency or above in reading and math by 2022.	An increase in student points and participation in both programs.	SAME	
		IXL is used to enhance classroom instruction in language arts, math, science, and social studies.	An increase in student points and participation in the IXL program.	SAME	
Objective 2 The elementary and middle school will maintain a seamless, purposeful transition between 4th and 5th grade.	A “Trade-Up” day will occur in late spring of 2020.	Outgoing 4 th grade students will visit the Middle School in late spring			
		Students will become familiar with the facility, teachers, and staff.			

6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A					
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:
<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: N/A</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: N/A</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:
N/A

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:
N/A

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
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