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.

- 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
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 See blue/yellow sheets from video.	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. See gray sheets from video of KCWP for help.	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.

Goal 1 (State your proficiency goal.): **To increase the proficiency rate of students in Reading and Math as follows: Reading -- from 74.6% in 2024 to 85% by 2025. Math – from 71.4% to 84% by 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve the percentage of students at proficiency in Reading from 74.6% to 76.9% by June 2020	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the new **ELA Curriculum** (created in the 2018/19 school year) or Kentucky Academic Standards for math.	MAP, KPREP Grade Level Collaborative Team progress toward 6 Products.	Leadership collaboration with each Collaborative Team. End of Trimester check in for 6 Product Progress. Tier 1 data	None required.
Objective 2 Improve the % of students at proficiency in Math from 71.4% to 74% by June 2020	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, KPREP	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		Math and ELA courses utilize Common Collaborative Assessments		6-Products unit analysis	None required
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.

2: Separate Academic Indicator

Goal 2: To increase proficiency rate of students in *Social Studies* from 73.4% in 2019 to 87% by 2025, *Writing* from 42.6% in 2019 to 71.3 by 2025 and *Science* from 41% in 2019 to 70% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase proficiency rate of students in Social Studies from 73.4% in 2019 to 75.8% in 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the new **Social Studies Curriculum** (created in the 2019/20 school year).	MAP, KPREP Grade Level Collaborative Team progress toward 6 Products.	Leadership collaboration with each Collaborative Team. End of Trimester check in for 6 Product Progress. Tier 1 data	None required
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	Common Assessments, KPREP	Collaborative teams will	
Objective 2 To increase proficiency rate of students in Writing from 42.6% in 2019 to 48.4% in 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	School wide formative writing tasks. At least twice a year, EOMS will conduct a live scoring event to provide students and teachers immediate feedback regarding the writing process.	KPREP Live scoring analysis	Live scoring analysis.	None required
		Writing across content	KPREP	Common formative assessments.	
Objective 3 To increase proficiency rate of students in Science from 41% in 2019 to 47% in 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the **Science Curriculum.**	KPREP	Common Collaborative Assessments	None required

Goal 2: To increase proficiency rate of students in *Social Studies* from 73.4% in 2019 to 87% by 2025, *Writing* from 42.6% in 2019 to 71.3 by 2025 and *Science* from 41% in 2019 to 70% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): To close the achievement gap of disabled students in reading from 32.5% to 50% P/D and in math from 22.9% to 40% P/D by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the number of disabled students scoring P/D in reading from 32.5% to 35.5% in 2020.	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, KPREP	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		ELA courses utilize Common Collaborative Assessments		6-Products unit analysis	None required
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.
Objective 2 Increase the number of disabled students scoring P/D in math from 22.9% to 26.5% in 2020.	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, KPREP	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		Math courses utilize Common Collaborative Assessments		6-Products unit analysis	None required
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.

4: Growth

Goal 4 (State your growth goal.): To increase the growth rate of students in reading and math from 54.6 in 2019 to 64.6 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase the growth rate of students in reading and math from 56.1 in 2019 to 58 by 2020.	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, KPREP	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		ELA courses utilize Common Collaborative Assessments		6-Products unit analysis	None required
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 5 (State your transition readiness goal.): Increase the percentage of students who score proficient/distinguished in BOTH READING and MATH (composite score on the KPREP assessment) from 64% in 2019 to 80% in 2025.					
Objective 1 Increase the percentage of students who score proficient/distinguished in BOTH READING and MATH (composite score on the KPREP assessment) from 63% to 66%.					

The objectives, strategies and activities listed in Goal 1: Proficiency will be used for Goal 5: Transition Readiness

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					
Objective 1					
Objective 2					

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
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.	☒
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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.	☒
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