

# 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 <b>measures</b> 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 proficiency for 3 <sup>rd</sup> -5 <sup>th</sup> in Math from 44.6% to 54.6% by May 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency for 3rd-5th in Math from 44.6% to 48.6%.	KCWP 1: Design and Deploy Standards	Implement Eureka Curriculum at all grade levels.	Lesson Plans and Walk-throughs.	Weekly Lesson plans and walk-throughs monitored by administrators.	N/A
	KCWP 2: Design and Deliver Instruction	Create grade level pacing guides and curriculum maps.	Shared Google Drive to house documents.	Documents are reviewed at PLCs and Math Committee Meetings with Math Interventionists and Administrators.	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Create module common assessments at each grade level.	Review data in PLCs.	Grade level teams will collaborate to create module common assessments.	N/A
	KCWP 5: Design, Align and Deliver Support	Eureka Professional Development and grade level planning PLCs	PLC Agendas	Weekly lesson plans provided by classroom teachers will reflect the implementation of Eureka.	KAS Math Grant
		Math Committee to set goals and analyze progress.	Committee Minutes	Committee notes	N/A
	Objective 2				

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in Science from 47.1% to 57.1% by May 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase in Science from 47.1% to 49.1% by May 2021.	KCWP 1: Design and Deploy Standards	Review Science curriculum during PLC meetings and review work samples.	PLC agendas and curriculum maps	Weekly lesson plans provided by classroom teachers and walk-throughs completed by administrators.	N/A
	KCWP 2: Design and Deliver Instruction	Implement a Science Committee to review current curriculum and instructional practices.	Committee Minutes, PLCs agendas	Weekly lesson plans provided by classroom teachers and walk-throughs completed by administrators.	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Create common assessments for grade levels.	Common assessments at every grade level	Review specific assessment questions and data during PLCs and staff work days.	N/A
Objective 2					

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase proficiency in Math within our special education population from 13% to 26% by May 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in Math within our special education population from 13% to 18% by May 2021.	KCWP 2: Design and Deliver Instruction	Focus PLCs meetings and Professional Development on the Co-Teaching Model of delivering instruction.	Master Schedule, PLC agendas	Walk-through data from administrators and collaborative planning from the special education team.	N/A
	KCWP 4: Review, Analyze and Apply Data	Review assessment data, progress monitoring goals and work samples in Special Education PLCs.	PLC notes and agendas, iReady data	The special education team will review assessment data during PLCs and staff work days.	N/A
Objective 2					

#### 4: Growth

Goal 4 (State your growth goal.): Decrease novice by 10% in Reading and Math by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease novice by 3% in Reading by 2021.	KCWP 1: Design and Deliver Instruction	Use F&P Leveling system and Foot Prints to monitor small group reading and assessment.	RTI Meetings and PLCs	RTI team will discuss student progress and student data and make decisions on intervention strategies and schedules.	N/A
	KCWP 4: Review, Analyze and Apply Data	Monitor iReady diagnostic assessment and daily instruction	RTI Meetings and PLCs and iReady minutes	RTI team will discuss student progress and student data and make decisions on intervention strategies and schedules.	N/A
	KCWP 5: Design, Align and Deliver Support	Reading Committee meets regularly to review reading goals and monitor progress.	Reading Committee will share/review needed strategies and compile resources in the Google Drive	Classroom teachers will implement strategies shared by the reading committee and common language among all classroom.	N/A
Objective 2 Decrease novice by 3% in Math by 2021.	KCWP 1: Design and Deliver Instruction	<b>Implement Eureka Math Curriculum in all grade levels.</b>	Curriculum Maps and lesson plans	Walk-throughs and weekly lesson plans and curriculum map checks in PLCs.	N/A
	KCWP 4: Review, Analyze and Apply Data	Monitor iReady diagnostic assessment and daily instruction	RTI Meetings and PLCs and iReady minutes	RTI team will discuss student progress and student data and make decisions on intervention strategies and schedules.	N/A
	KCWP 5: Design, Align and Deliver Support	Math Committee meets regularly to review math goals and monitor progress.	Math Committee will share/review needed strategies and compile resources in the Google Drive	Classroom teachers will implement strategies shared by the math committee and common language among all classroom.	N/A



## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Familiarize 5 <sup>th</sup> grade students with the Middle School.	Transition Day	Provide the opportunity for all 5th grade students to tour GMS.	Student Participation	Living Calendar	CDR
		Discuss with students the structure of the middle school.	Student Participation	5 <sup>th</sup> Grade Question/Answer Session	CDR
Objective 2 Prepare students by teaching life skills.	Etiquette	Teach proper etiquette to students.	Student Participation and Observation	Living Calendar	FRC
		Take students to "The Depot" to practice etiquette techniques.	Student Participation and Observation	Living Calendar	
	Money Sense	Dollars and Sense at the Garrard County Extension Co-Op.	Students complete the program.	Living Calendar	FRC/4-H
	Hygiene	Health Department	Student Participation	Living Calendar	FRC



## 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification Of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></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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