

# 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.):By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas, especially Reading and Math, as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, 58% or all students will score at or above proficiency in Reading	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan, Striving Reader grant training, and use of Informational Reading resources.	Lesson Planning Walkthrough Data		Local Grant
	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Teachers will analyze assessment questions and results to determine validity to the depth of content taught.	PLC meetings Standard deconstruction/Lesson Planning		Local
		Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local

Goal 1 (State your proficiency goal.):By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas, especially Reading and Math, as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Identify students based on academic need for Academy using summative assessment data.	KPREP IReady Classroom Assessments RTI		Local
Objective 2: By May 2021, 42% of all students will score at or above proficiency in Math.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan trainings.	Lesson Planning Walkthrough Data		Local
	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Teachers will analyze assessment questions and results to determine validity to the depth of content taught.	PLC meetings Standard deconstruction/Lesson Planning		Local
		Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local

Goal 1 (State your proficiency goal.):By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas, especially Reading and Math, as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Identify students based on academic need for Academy using summative assessment data.	KPREP IReady Classroom Assessments		Local

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency in Science and On Demand Writing by at least 15% as measured by KPREP results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, 26.9% of all students will score at or above proficient in KPREP Science.	<a href="#">KCWP 1: Design and Deploy Standards</a>	SBDM Council will approve Advance Science classes for students based off of summative assessment data. These classes will raise Science instruction opportunities and expectations.	Student Achievement Data KPREP scores IReady Scores		Local
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan and Informational Reading resources.	Lesson Planning Walkthrough Data IReady resources		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local
Objective 2: By May 2021, 31.3% of all students will score at or above proficiency on KPREP On Demand Writing	<a href="#">KCWP 1: Design and Deploy Standards</a>	Writing classes will be added to the classroom offerings catalogue as an Elective class. This will be available to all grade levels.	Master Schedule KPREP scores Classroom assessment		Local

Goal 2 (State your separate academic indicator goal.): By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency in Science and On Demand Writing by at least 15% as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan and Informational Reading resources.	Lesson Planning Walkthrough Data IReady resources		Local
	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local
	The development of a district Literacy plan would include On Demand Writing, as well as other instruction that includes student writing.	Writing Plan Student samples KPREP scores Classroom assessments		Local	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): By May 2023, Garrard Middle School will increase the percentage of students identified as GAP scoring at or above proficiency by at least 15% in reading and math as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, 11% of students with disabilities will score proficient in math on KPREP.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan trainings.	Lesson Planning Walkthrough Data		Local
	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Teachers will analyze assessment questions and results to determine validity to the depth of content taught.	PLC meetings Standard deconstruction/Lesson Planning		Local
		Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local
		Identify students based on academic need for Academy using summative assessment data.	KPREP IReady Classroom Assessments		Local



Goal 3 (State your achievement gap goal.): By May 2023, Garrard Middle School will increase the percentage of students identified as GAP scoring at or above proficiency by at least 15% in reading and math as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By May 2021, 23% of students with disabilities will score proficient in reading on KPREP.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan, Striving Reader grant training, and use of Informational Reading resources.	Lesson Planning Walkthrough Data		Local Grant
	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Teachers will analyze assessment questions and results to determine validity to the depth of content taught.	PLC meetings Standard deconstruction/Lesson Planning		Local
		Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local
		Identify students based on academic need for Academy using summative assessment data.	KPREP IReady		Local

Goal 3 (State your achievement gap goal.): By May 2023, Garrard Middle School will increase the percentage of students identified as GAP scoring at or above proficiency by at least 15% in reading and math as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Classroom Assessments		

#### 4: Growth

Goal 4 (State your growth goal.): By May 2023, Garrard Middle School will increase the growth indicator score by at least 10% in reading and math as measured by KPREP results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, the growth indicator score will increase to 58.7% as measured by KPREP results.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Teachers collect and share data from different assessments (formative and summative). Teachers will use data to determine areas of weakness and strengths in instruction and curriculum matters. Teachers will use assessment data to plan next day's activity and lesson planning.	Classroom Assessments Reflection PLC/team meetings GMS Instructional Model		Local
		Teachers will use instructional strategies to plan student learning activities. Concentrating on strategies learned from Kagan, Striving Reader grant training, and use of Informational Reading resources.	Lesson Planning Walkthrough Data		Local
	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Teachers will analyze assessment questions and results to determine validity to the depth of content taught.	PLC meetings Standard deconstruction/Lesson Planning		Local
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Analyze summative test results (KPREP, IReady, etc..) to determine impact of instructional strategies, as well as re-teaching and re-assessing opportunities.	Data Analysis Student Progress Reports		Local
		Identify students based on academic need for Academy using summative assessment data.	KPREP IReady Classroom Assessments		Local

Goal 4 (State your growth goal.): By May 2023, Garrard Middle School will increase the growth indicator score by at least 10% in reading and math as measured by KPREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	GMS Administration will conduct regular walkthroughs with teachers to provide feedback on teaching strategies and systems, using coaching opportunities to improve professional practice.	Walkthrough Data Feedback EWalk PGP Observation Data		Local
	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Teachers will use Professional Development to concentrate on student engagement and differentiating instruction for ALL students.	PD Plan Lesson Planning Student Achievement Data		Local

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): By May 2023, Garrard Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas as measured by KPREP results.

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

## 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:**

Blank response area for describing the process used to review the learning culture and additional actions to address underperformance.

## 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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