

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. Six</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>

	<i>Sigma, Shipley, Baldrige, etc.).</i>				
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1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2022, 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 K-PREP results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, 58% of all students will score at or above proficient in reading.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during monthly content meetings to determine	Data analysis and meeting minutes		

		the impact of instructional strategies as well as re-teaching and reassessing opportunities.			
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for Academy through K-PREP, I-Ready, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in the area of reading.	iReady data and student progress reports		
Objective 2: By May 2020, 42% of all students will score at or above proficient in math.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
		Math teachers engaged in professional learning and coaching through work with the math interventionist to improve professional practice of designing learning experiences that embody characteristics of formative assessment.	Weekly planning with math interventionist and/or principal		

	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for Academy through K-PREP, I-Ready, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in Math.	iReady data and student progress reports		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2022, 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 K-PREP results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, 26.9% of all students will score at or above proficient in Science.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 2: Design and Deliver Instruction	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during monthly content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
Objective 2: By May 2020, 31.3% of all students will score at or above proficient in On Demand Writing.	Strategy – KCWP 4: Review, Analyze, and Apply Data	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	Writing Plans and PLC meeting minutes		

	Strategy – KCWP 2: Design and Deliver Instruction	The district has a literacy plan with an on-demand writing plan, as well as a plan for instruction in the three types of writing and documentation through portfolios. The teachers will participate in On Demand Scrimmages throughout the year to give real time feedback to students and plan for instructional next steps.	On Demand Writing Scrimmage Data		

3: Achievement Gap

Goal 3 (State your achievement gap goal.): *By May 2022, Garrard Middle School will increase the percentage of demographically identified students scoring at or above proficiency by at least 15% in reading and math as measured by K-PREP results.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2020, 11.3% of special education gap students will score at or above proficient in math according to K-PREP.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
		GMS teachers meet with collaborative teachers once each week to plan lessons using co-teaching strategies.	Lesson plans		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
	Strategy – KCWP 5: Design, Align, and Deliver Support Processes	School-wide behavioral support system includes monthly data review during leadership meetings and tiered interventions of support for student behavior.	Meeting Minutes and Behavior Data		
By May 2020, 38.3% of English Language Learners will score at	Strategy – KCWP 2: Design and Deliver Instruction	Provide professional learning for successful English Learners strategies	Meeting minutes		

or above proficient in reading according to K-PREP.		including a series of vocabulary workshops.			
		ELA curriculum includes culturally diverse text that expose students to different cultures.	Lesson plans		
	Strategy – KCWP 6: Establishing Learning Culture and Environment	Teachers will involve parents and community in a meaningful way to help students and staff value a culture of diversity.	Culture Day		

4: Growth

Goal 4 (State your growth goal.): By May 2022, Garrard Middle School will increase the growth indicator score by at least 10% in reading and math as measured by K-PREP results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, the growth indicator score will increase to 58.7 as measured by K-PREP results.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during monthly content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
		Math teachers engaged in professional learning and coaching through work with the math interventionist to improve professional practice of designing learning experiences that embody characteristics of formative assessment.	Weekly planning with math interventionist and/or principal		
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Teachers will participate in iReady and KPREP goal setting data chats with students to monitor progress and help students set individual growth goals.	iReady diagnostic scores, KPREP results		
		Students are identified for Academy through K-PREP, I-Ready, and classroom performance. This	iReady data and student progress reports		

		structured intervention is provided to small groups of students who are identified as struggling in Math.			
	Strategy – KCWP 5: Design, Align, Deliver Support Processes	School wide behavior and motivation system includes a school wide discipline code with a list of classroom and office level behavior violations with a progression of consequences, as well as a structured system for rewards and recognition. Regular meetings with school level leadership team and district level provide an opportunity to analyze behavior data and make plans to address any concerns and to improve practices.	IC behavior data, School Leadership Meeting minutes		
		GMS administrators will conduct regular walkthroughs with each teacher and provide a variety of feedback on teaching talents and coaching opportunities to improve professional practice.	Walkthrough data and feedback		

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By May 2022, 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 K-PREP results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, 58% of all students will score at or above proficient in reading.	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.	PLC meeting minutes		
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during monthly content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
Objective 2: By May 2020, 42% of all students will score at or above proficient in math.	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for Academy through K-PREP, I-Ready, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in the area of reading.	iReady data and student progress reports		
	Strategy – KCWP 2: Design and Deliver Instruction	Teachers collect and share data from formative and summative assessments from standards where students are not on track. These PLC’s include identifying root causes of	PLC meeting minutes		

		underperformance, discussing possible strategies with colleagues, and creating an action plan to target these root causes.			
		All teachers have received Kagan training and additional support in Kagan lesson planning. Teachers regularly plan and implement Kagan structures to increase student engagement through cooperative learning.	Lesson plans and walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results from summative assessments, common assessments, and I-Ready during content meetings to determine the impact of instructional strategies as well as re-teaching and reassessing opportunities.	Data analysis and meeting minutes		
		Math teachers engaged in professional learning and coaching through work with the math interventionist to improve professional practice of designing learning experiences that embody characteristics of formative assessment.	Weekly planning with math interventionist and/or principal		
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for Academy through K-PREP, I-Ready, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in Math.	iReady data and student progress reports		

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:

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:</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:</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.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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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