

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: New Highland Elementary proficiency reading will increase from 53.2% to 64.7%. Math 47.8% to 60.8%. Separate Academic indicator by 2021 students scoring proficient/distinguish in Science will increase from 32.4% to 49.4% from 32.4% to 49.4% in Social Studies and from 54.1 to 65.6 in writing.

Achievement Gap by 2025 Economically disadvantage students scoring proficient/distinguish in reading will increase from 45.2% to 58.7% and from 40.7 to 55.7 in Math

Growth by 2021 for all students in reading and math will increase from 69.5 to 77%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|--|---|
| <p>By 2025 students scoring proficient/distinguished in reading will increase from 53.2% to 55.5</p> <p>By 2021 students scoring proficient in math will increase from 47.8 to 50.4</p> | <ul style="list-style-type: none"> ● <u>KCWP 1: Design and Deploy Standards</u> ● <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> | <ul style="list-style-type: none"> ● Small group instruction ● Power-up Bull pup 21 Century Program ● Lexia ● Iread ● Reflex ● Edgenuity ● IXL ● RAZ kids | <ul style="list-style-type: none"> ● MAP ● PLC discussion ● Common Assessment ● Assessment Folder ● PLC agenda work samples | <ul style="list-style-type: none"> ● Map data ● Walkthrough instrument survey ● Common assessment data ● PLC minutes | <ul style="list-style-type: none"> ● Title I ● 21 Century Grant ● Title II ● PPA ● General Funds |

1: Proficiency Goal

Goal 1 **New Highland Elementary proficiency reading will increase from 53.2% to 64.7% Math 47.8% to 60.8%**

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|---|---|
| <p>Objective 1</p> <p>By 2020 students scoring proficient/distinguished in Reading will increase from 53.2 to 55.5</p> | <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy | <ul style="list-style-type: none"> ● Measure of Academic Program ● Reading A-Z ● RAZ kids ● Edgenuity ● Small group instruction ● afterschool program ● IREAD ● Orton Gillingham phonics ● ESS Daytime Waiver (Reading) | <p>MAP</p> <p>Walkthroughs</p> <p>Lesson Plans</p> <p>Common Assessment Kprep Data</p> <p>PLC students work samples</p> | <p>MAP data</p> <p>Common data assessment data collection</p> <p>Friday Assessment Folder</p> <p>PLC student data information</p> | <p>Title I</p> <p>21 Century</p> <p>Grant Title II</p> <p>PPA</p> <p>District Funds</p> |
| <p>Objective 2</p> <p>By 2020 student scoring proficient/distinguished in math will increase from 47.8 to 50.45</p> | <ul style="list-style-type: none"> ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> ● Measure of Academic Program ● Reflex ● Go Math ● Edgenuity ● Small group instruction ● afterschool program ● IREADY Ready Common | <p>MAP</p> <p>Walkthroughs</p> <p>Lesson Plans</p> <p>Common Assessment Kprep Data</p> <p>PLC students work samples</p> | <p>MAP data</p> <p>Common data assessment data collection</p> <p>Friday Assessment Folder</p> <p>PLC student data information</p> | <p>Title I</p> <p>21 Century</p> <p>Grant Title II</p> <p>PPA</p> <p>District Funds</p> |

2: Separate Academic Indicator

Goal 2 **Separate academic indicator by 2021 students scoring proficient/distinguished in Science will increase from 32.4% to 49.4% from 32.4% to 49.4% in Social Studies and from 54.1 to 65.6 in Writing**

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|--|---|---|--|
| <p>Objective 1</p> <p>By 2020 student scoring proficient/distinguished in Science will increase from 32.4% to 35.8.</p> | <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy | <p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular Adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● Professional Learning Communities ● Curriculum Planning ● Data Analysis ● New Highland Pacing Guide ● Orton Gillingham phonics | <p>Measure of Success</p> <p>PLC Agenda Professional Learning Plan Walkthroughs</p> <p>Responsible Persons</p> <p>Leadership Team Teachers</p> <p>Measure of Success</p> <p>Walk-through Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports KSI Data</p> <p>Responsible Persons</p> <p>Leadership Team Teachers</p> <p>Measure of Success</p> <p>PLC Agenda Professional Learning Plan Walkthroughs</p> | <p>Common data assessment data collection</p> <p>Friday Assessment Folder</p> <p>PLC student data information</p> | <p>Title I/ Textbook/Instructional PPA/ District Funds</p> |
| <p>Objective 2</p> <p>By 2020 students proficient/distinguished in Social Studies will increase From 32.4% to 35.</p> <p>Objective 3</p> <p>Students scoring proficient/distinguished in On Demand Writing will increase from 54.1% to 55.4%</p> | <ul style="list-style-type: none"> ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment | <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> ● <i>Measures of Academic Progress</i> (Assessment for K-5) ● Literacy First (Literacy Process for K-2) ● Online resource tool for Common Assessments ● Benchmark Assessments ● Thoughtful Education (Best practice tools and strategies) ● Enrichment-Differentiated Instruction in Flexible Groups (K-5) | <p>Measure of Success</p> <p>PLC Agenda Professional Learning Plan Walkthroughs</p> <p>Responsible Persons</p> <p>Leadership Team Teachers</p> <p>Measure of Success</p> | | |

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| | | | Walk-throughs Lesson Plans Curriculum Guides Benchmark Data ESS Progress Reports KSI Data <i>Responsible Persons</i> Leadership Team Teachers <i>Measure of Success</i> PLC Agenda Professional Learning Plan Walkthroughs | | |
|--|--|--|--|--|--|

3: Achievement Gap

Goal 3 Achievement gap by 2025 Economically disadvantaged students scoring proficient/distinguished in reading will increase from 45.2% to 58.7% and from 40.7 to 55.7 in Math

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|--|---|--|
| <p>Objective 1 By 2020 Economically Disadvantaged Students scoring proficient/distinguished in Reading increase from 45.2% to 47.9</p> | <p>KCWP 1: Design and Deploy Standards <ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction KCWP 3: Design and </p> | <ul style="list-style-type: none"> KSI Specialist (Targeting students K-5 in Tier 2 and 3) Goal Setting Title 1 Extension After-school Reading K-5 <p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> Green River Regional Educational Cooperative | <p><i>Measure of Success</i> Walk-through Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports KSI Data</p> | <p>MAP data Common data assessment data collection Friday Assessment Folder PLC student data information</p> | <p>District Funds Title I ESS Professional Learning</p> |
| <p>Objective 2</p> | <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy | <ul style="list-style-type: none"> PLC Training Curriculum Planning Kagan (Engagement) Character Education Data Analysis <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> Measures of Academic Progress (Assessment for K-5) Thoughtful Education/Kagan (Best practice tools and strategies) Enrichment-Differentiated Instruction in Flexible Groups (K-5) ESS Daytime Waiver (Math) KSI Specialist (Targeting students in K-5 in Tier 2 and Tier 3) Goal Setting | <p><i>responsible Persons</i> Leadership Team <i>Measure of Success</i> Walk-troughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports</p> | | |

4: Growth

Goal 4 **Growth By 2021 the growth rate for all students in reading and math will increase from 69.5 to 77%**

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|--|---------|
| <p>Objective 1 By 2020 By 2025 the growth rate for all students in Reading and Math will increase from 69.5 to 71</p> | <p>KCWP 1: Design and Deploy Standards</p> <ul style="list-style-type: none"> ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy | <p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● Professional Learning Communities ● Curriculum Planning ● <i>Kagan</i> (Engagement) ● Character Education ● Data Analysis ● New Highland Pacing Guide <p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● PLC Training ● Curriculum Planning ● <i>Kagan</i> (Engagement) ● <i>Character Education</i> ● <i>Data Analysis</i> <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> ● <i>Measures of Academic Progress</i> (Assessment for K-5) ● Thoughtful Education/Kagan (Best practice tools and strategies) ● Enrichment-Differentiated Instruction in Flexible Groups (K-5) ● ESS Daytime Waiver (Math) ● KSI Specialist (Targeting students in K-5 in Tier 2 and Tier 3) ● Goal Setting | <p>Measure of Success</p> <p>Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports</p> <p>Responsible Persons</p> <p>Leadership Team Teachers</p> | <p>MAP data Common data assessment data collection Friday Assessment Folder PLC student data information</p> | |

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|------------|--------------------|---------------------|---------|
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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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. | <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 |
|---|--|-------------------------------------|
| 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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