

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 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>

1: Proficiency Goal

Goal 1:

By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.

By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2021, students scoring proficient/distinguished in Reading will increase from 29.8% to 33%.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Reading comprehension strategies • Kagan cooperative learning strategies 	Walk through data	Weekly	PD Title I
		NWEA Edgenuity – MAP assessments will be utilized three times yearly (could be full assessment or screener). Data will be analyzed by RIT band and percentile and small group skill-based activities will be developed for small group reading instruction and for the 45 minute enrichment period	NWEA Reports PLC minutes Lesson plans	MAP Administration – Fall, 2020, Winter (screeners), 2020, Spring, 2021 Monitoring - Weekly	PPA
	Student Progress Monitoring-MAP scores will measure gains three times yearly (could be full assessment or screener); however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading will be placed in the RTI/KSI process.	NWEA reports KSI Progress Monitoring data	MAP Administration – Fall, 2020, Winter (screeners), 2020, Spring, 2021 Monitoring - Weekly		
	Admin Walk Throughs – Admin and	Walk through data	Weekly		

Goal 1:
 By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.
 By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ISD staff will participate in weekly walk throughs providing feedback to individual teachers and conferencing to plan next steps and follow-up from conference. PLCs will determine areas of focus and goals based on that data.	PLC minutes		
	KCWP 1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"> • Pacing guides • Lesson planning stored on team drives • Alignment to resources (Reading Street, Lexia, Ready Common Core, Reflex, etc.) 	Completed pacing guides Lesson plans PLC minutes	Quarterly	
		Walk-Throughs/Fidelity Checks – Admin will conduct walk-throughs, fidelity checks, mini-observations or formal observations weekly (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Walk Through data Fidelity check data Mini-observation data Lesson plans	Weekly	
		Ensure that students and staff have access to 21 st Century technology resources and tools to enhance reading instruction and promote student engagement.	Walk through data Google Educator Certifications SAMR	Weekly	KETS Title 1

Goal 1:
 By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.
 By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP5	Enrichment Period – After evaluating individual MAP results, teachers will group students by strand for the 45 minute enrichment period and assess according to the content delivered. Teachers will implement intervention programs (Lexia, Edgenuity, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.	NWEA Reports Lesson Plans		
		PathBlazer – All teachers will utilize PathBlazer as part of the independent centers rotations in small group reading. Additionally, when visiting the computer lab, students will alternate between reading and math PathBlazer.	NWEA Reports Lesson Plans	Weekly lesson plan checks	Title I
		Flexible small groups in reading instruction – For reading groups, students will be assessed as appropriate based on content during small group time to determine specific needed skills. Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.	Lesson Plans PA/Phonic Continuums, standards assessments	Weekly lesson plan checks PA/Phonics Continuum	Title I

Goal 1:
 By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.
 By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		iRead – All students who perform below second grade reading level will receive iRead intervention at least 20 minutes daily. When first and second grade classes enter the computer lab for related arts, they will participate in iRead for the first 20 minutes of the period.	iRead Reports PA/Phonic Continuums, standards assessments	PA/Phonics Continuum	
Objective 2: By Spring 2021, students scoring proficient/distinguished in Math will increase from 25% to 28.4%.	KCWP 2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Reading comprehension strategies Kagan cooperative learning strategies	Walk through data	Weekly	PD Title I
		NWEA Edgenuity – MAP assessments will be utilized three times yearly. Data will be analyzed by RIT band and percentile and small group skill-based activities will be developed for small group math instruction and for the 40 minute enrichment period	NWEA Reports PLC minutes Lesson plans	Fall, 2020, Winter (screeners), 2020, Spring, 2021 Monitoring weekly	PPA
		Student Progress Monitoring-MAP scores will measure gains three times yearly; however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading will be placed in the RTI/KSI process.	NWEA Reports PLC minutes Lesson plans	Fall, 2020, Winter (screeners), 2020, Spring, 2021 Monitoring weekly	

Goal 1:
 By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.
 By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Admin Walk Throughs – Admin and ISD staff will participate in weekly walk throughs providing feedback to individual teachers and conferencing to plan next steps and follow-up from conference. PLCs will determine areas of focus and goals based on that data.	Walk through data PLC minutes	Weekly	
	KCWP 1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"> • Pacing guides • Lesson planning stored on team drives • Alignment to resources (Everyday Math, Reflex Math, Ready Common Core, etc.) 	Completed pacing guides Lesson plans PLC minutes	Quarterly	
		Ensure that students and staff have access to 21 st Century technology resources and tools to enhance math instruction and promote student engagement.	Walk through data Google Educator Certifications SAMR	Weekly	KETS Title I
	KCWP5	Enrichment Period – After evaluating individual MAP results, teachers will group students by strand for the 40 minute enrichment period and assess according to the content delivered.	NWEA Reports Lesson Plans	Weekly lesson plan checks	Title I

Goal 1:
 By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.
 By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will implement intervention programs (Reflex, PathBlazer, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.			
		Flexible small groups in math instruction – For math groups, students will be assessed as appropriate based on content during small group time to determine specific needed skills. Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.	Lesson Plans PA/Phonic Continuums, standards assessments	Weekly lesson plan checks Unit assessments	Title I

2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%. By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%. By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2021, students scoring proficient/distinguished in Science will increase from 14.4% to 18.3%.	KCWP1	Teachers will participate in Science PLCs at the district level	Lesson plans	Weekly lesson plan checks	
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides • Kagan cooperative learning strategies • Alignment to resources (TCI Science Alive curriculum) 	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
		Determine if assessments (Through Course Tasks) reflect the learning targets students have had the opportunity to learn	Through Course Tasks data	Student work PLC minutes	
Objective 2: By Spring 2021, students scoring	KCWP2	Teachers will participate in Social Studies PLCs at the district level	Lesson plans	Weekly lesson plan checks	

Goal 2:
 By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%.
 By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%.
 By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficient/distinguished in Social Studies will increase from 19.6% to 23.3%.		Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides • Kagan cooperative learning strategies • Alignment to resources (SS curriculum) 	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
Objective 3: By Spring 2021, students scoring proficient/distinguished in On Demand Writing will increase from 38.4% to 41.2%.	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"> • Pacing guides • Lesson planning stored on team drive • Alignment to resources (Reading Street, school writing plan) 	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides 	Lesson plans Pacing guides PLC minutes Walk Through Data	Weekly lesson plan checks	

Goal 2:
 By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%.
 By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%.
 By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> • 4 Square Writing • Kagan cooperative learning strategies • On Demand Writing 12, 22, 30 point checklists • Live Scoring sessions • Co_teaching with ISD • Peer Editing 	12, 22, 30 point checklist data		

3: Achievement Gap

Goal 3:
 By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 36.9%.
 By 2025, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 33%.
 By 2025, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 42.4%.
 By 2025, African American students scoring proficient/distinguished in Math will increase from 18.9% to 41%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2021, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 17.1%.	KCWP 1	Name and Need – special education teachers will keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> • MAP • Unit assessments • PA/Phonics Continuums • Common Assessments 	Completed Name and Need forms	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 2: By Spring 2021, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 12.1%.	KCWP 1	Name and Need – special education teachers will keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> • MAP • Unit assessments • Fast Fact data • Reflex Data • Common Assessments 	Completed Name and Need forms	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	

Goal 3:
 By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 36.9%.
 By 2025, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 33%.
 By 2025, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 42.4%.
 By 2025, African American students scoring proficient/distinguished in Math will increase from 18.9% to 41%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By Spring 2021, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 24.4%.	KCWP1	Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
		Mentoring program – identified students will be assigned to a mentor from within the building or within their MS/HS feeder pattern		Behavior referral data	
Objective 4: By Spring 2021, African American students scoring proficient/distinguished in Math will increase from 18.9% to 22.6%.	KCWP1	Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
		Mentoring program – identified students will be assigned to a mentor from within the building or within their MS/HS feeder pattern		Behavior referral data	

4: Growth

Goal 4: By 2025, the Growth rate for all students in Reading and Math will increase from 50 to 62.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2021, the Growth rate for all students in Reading and Math will increase from 50 to 52.5.	KCWP5	<p>Create and monitor a “Name and Need” list for students performing just below proficiency and increase collaboration in data analysis and student progress towards standard mastery, including identification of students in need of intervention supports.</p> <ul style="list-style-type: none"> • Enrichment time for ALL students • Behavior interventionist, speech/language teachers and related arts staff • Extended school opportunities (before/after school programs, daytime waiver, summer learning) 	<p>MAP data</p> <p>Progress monitoring for KSI</p> <p>Behavior referral data</p> <p>Master schedule</p>	Fall, 2020, Winter (screeners), 2020, Spring, 2021	<p>Title I</p> <p>ESS</p>
	KCWP6	<p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom</p> <ul style="list-style-type: none"> • Positive Behavior Interventions and Supports • Discipline Policy • Kagan Win-Win Discipline strategies • CHAMPS 	<p>PBIS Team minutes</p> <p>Behavior Referral data</p> <p>Lesson Plans (Sanford Harmony)</p> <p>Walk Through Data</p>	Weekly	PPA

5: Transition Readiness

Goal 5 (State your transition readiness 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:

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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