

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>

*Sigma, Shipley,
Baldrige, etc.).*

1: Proficiency Goal

Goal 1 By 2025, students scoring proficient/distinguished in Reading will increase from 63.6% to 73.5% and in math from 64.1 % to 73.9 %.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, students scoring P/D in Reading will increase from 63.6 to 65.3 %.	KCWP2	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. (PD presentations, classroom visits, coaching, etc.)	All teachers and Administrators	KPREP data MAP data PLC's On going formative assessment	\$5,000
	KCWP 3	Ensure time analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments	All teachers and Administrators	KPREP data MAP data PLC's On going formative assessment	
Objective 2 By 2020, students scoring P/D in Math will increase from 64.1 % to 65.7%.	KCWP 2	Plan strategically in the selection of high yield instructional strategy usage within lessons	All teachers and Administrators	KPREP data MAP data PLC's On going formative assessment	
		Plan for and implement active student engagement strategies	All teachers and Administrators		
	KCWP 3	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	All teachers and Administrators	On going formative assessment	

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2: Separate Academic Indicator

Goal 2 By 2025,students scoring proficient/distinguished in Science will increase from 57.4% to 69%; from 68.5 to 77.1% in Social Studies, and from 74 to 81.1 % in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020 SCIENCE - To increase the number of students scoring at Proficient or above from 57.4 to 59.3% on the KDE metric.	KCWP 2	Plan Strategically in the selection of high yield instructional strategy usage within lessons; high quality science materials such as mystery science, TCI Science	All teachers, Admin., PLC & other meeting agendas, observation, feedback	On going formative assessment	\$2,000
	KCWP 3	Vertical Science Planning, Elementary Science Cohort ,	All Teachers, Admin, PLC & other committee mtgs., reflection		
Objective 2:By 2020, Students scoring proficient/distinguished in On Demand Writing will increase from 74 % to 75.2%.	KCWP2	Instructional Coaching from district ISD, Vertical use of 4-square writing organizer	Walkthrough data , Class level assessment data ,	On going formative assessment	
Objective 3: By 2020, Students scoring P/D in Social Studies will increase from 68.5% to 70 %				On going formative assessment	

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3: Achievement Gap

Goal 3 3A By 2025, Economically Disadvantaged students scoring P/D in Reading will increase from 47.8 to 62 % and from 53.3 to 66% in Math.					
3B By 2025, students with disabilities scoring P/D in reading will increase from 57.1 % to 68.8 % and from 47.6 % to 61.9 % in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
3A Objective 1 (Reading) By 2020, LTE gap students(F/R Lunch) scoring P/D in Reading will increase from 47.8% to 50.2%	KCWP 2	Using research-based programs such as Read180, System 44, Edgenuity, etc. for reading interventions	All teachers and administrators PLC agendas Observation feedback	On- going formative assessment, K-Prep data, Map data, PLC's	
		Ensure that all assessments evolve from high-quality content standards	All teachers and administrators PLC agendas Observation feedback	On- going formative assessment, K-Prep data, Map data, PLC's	
	KCWP 2	Maintain grade level support for teacher-student ratio	Walkthrough data , Class level assessment data , individual student growth reports	On- going formative assessment, K-Prep data, Map data, PLC's	Title 1 Funds
		Create/use formative and summative assessments that are aligned to the standard	Walkthrough data , Class level assessment data , individual student growth reports	On-going formative assessment, K-Prep data, Map data, PLC's	
3B Objective 1: By 2020, Students with Disabilities scoring P/D in Reading will increase from 57.1% to 59.1%.	KCWP 2	Ensure that all assessments evolve from high-quality content standards	All teachers and administrators PLC agendas Observation feedback	On-going formative assessment, K-Prep data, Map data, PLC's	
		Maintain grade level support for teacher-student ratio	Walkthrough data , Class level assessment data , individual student growth report	On-going formative assessment, K-Prep data, Map data, PLC's	Title 1 Funds
	KCWP 2	Plan Strategically in the selection of high yield instructional strategy usage within lessons;	Walkthrough data , Class level assessment data , individual student growth report	formative assessment, K-Prep data, Map data, PLC's	
3B Objective 2: By 2020, Students with disabilities scoring P/D in Math will increase from 47.6% to 50%.					

4: Growth

Goal 4: By 2025, Lincoln Trail Elementary will increase the Growth Indicator from 50.0 to 60.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 : By 2020 , students scoring proficient/distinguished in reading will increase from 63.6% to 64.4	KCWP 2	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. (PD presentations, classroom visits, coaching, etc.)	All teachers, Admin.		2,000.00
		Plan strategically in the selection of high yield instructional strategy usage within lessons	All teachers, Admin.		
	KCWP 3	Ensure time analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments	All teachers, Admin.		500.00
		Ensure ongoing professional development in the area of assessment	All teachers, Admin.		1,000.00
Objective 2 By 2020 students scoring P/D in Math will increase from 64.1% to 65.9%	KCWP 2	Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to			2,000.00

		meet mastery. (PD presentations, classroom visits, coaching, etc.)			