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, Baldridge, 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring proficient or distinguished in Reading and Math from 39.5% to 55% by 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in Reading from 40.9% to 45% by 2022 as measured by KSA.	KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction KCPW 4: Review, Analyze and Apply Data	**Striving Readers Comprehensive Literacy Initiatives** including: **Literacy Design Collaborative Coach and Learn Teams:** Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. **Early Childhood Literacy Academy:** All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy. **School Literacy Plans supported by Literacy Teams**: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester. **Supplemental Phonics Program:** A system wide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher	F&P Levels MAP Growth Classroom Observations MAP Data KSA	5X plans and data monitoring will be reviewed and revised as needed.	District
		TILT- Literacy Academy- Training and implementation fidelity of Benchmark Literacy.			District
		PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis. A focus in PLC will be use of success criteria and how standards are	Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	District Title II

		formatively assessed. Instructional practices for how students receive feedback/revise their work will be discussed regularly.			
			Classroom Visits	Data from Classrooms	District
		Teacher Coaching	Improved instructional practices	Coaching forms	No Funding Required
		K-12 Grade level curriculum planning and unit planning	Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District
Objective 2: Increase the percentage of students scoring proficient or above in Math from 38.1% to 42% by 2022 as measured by KSA.	KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction KCPW 4: Review, Analyze and Apply Data	**K-8 Math Cohort**- Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Grade level lesson studies once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.	MAP Growth Classroom Observations MAP Data	Score card and data monitoring will be reviewed and revised as needed.	District
		TILT- Math Academy			District
		PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis. A focus in PLC will be use of success criteria and how standards are formatively assessed. Instructional practices for how students receive feedback/revise their work will be discussed regularly.	Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	No Funding Required
		Teacher Coaching	Improved instructional practices	Coaching forms	No Funding Required
		K-12 Grade level curriculum planning and unit planning	Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 49.1% to 64% by 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of elementary students scoring proficient or above in **science** from 41.3% to 55%by 2022 as measured by KSA.		**Science**: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Student Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	District/ Grant
Objective 2: Increase the percentage of elementary students scoring proficient or above in **social studies** from 68.5% to 75.4% by 2022 as measured by KSA.	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	**Social Studies**: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	District/ Grant
Objective 3: Increase the percentage of elementary students scoring proficient or		**Writing:** Teachers K-12 will begin the planning and alignment process for implementing a	School Writing Plans	Student writing products DSA Extended Responses	District

above in **writing** from 37.5% to 50% by 2022 as measured by KSA.		district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	
		Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	District/ Grant

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the combined average percentage of **Economically Disadvantaged** students scoring proficient or distinguished in reading and math from 36.1% to 37.9% by 2022 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
	KCWP 5: Design, Align and Deliver Support	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
		K-2 Intervention Plan- An intervention plan has been developed and is being implemented for K-2 students identified as needing Reading intervention.	Improved Classroom Assessment Data, RI Growth, MAP data	Scorecard data points	Title I
		Read 180/System 44- Students identified as needing intervention in Reading according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 3-6.	Improved Classroom Assessment Data, MAP Growth, MAP data	Scorecard data points	Grant Funding and Title I
		Math Intervention-Students identified as needing intervention in Math according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 5-6.	Improved Classroom Assessment Data, MAP Growth, MAP data	Scorecard data points	Grant Funding and Title I
		PLCs- See Goal 1, Objective 1-	See Measures of Success Goal 1	See Progress Monitoring Goal I	No Funding Required
	KCWP 6: Establishing	Check and Connect- Identified students will be checked in and out with on a daily basis by an administrator to focus on differentiated behavior improvement goals.	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data, MTSS screener data	No Funding Required

	Learning Culture and Environment	PBIS Tier II and III implementation- A tier II and III team has been formed and are reviewing student screener data, referrals, discipline data and implementing interventions.	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data, MTSS screener data	No Funding Required
		Implementation of a Social and Emotional Learning curriculum for grades K-6.	Character development	Monthly Discipline Data, Scorecard data points	Title I
		Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Culturally appropriate teaching and learning	Observations PLCs	District and Title I
		Communicate with and support parents/families in order to address barriers to learning	Addressing student needs	FRYSC Nursing logs SRO Mental Health PLCs	Title I Title V District

4: Growth

Goal 4 Growth: 100% of students will achieve at least one year of academic growth as measured by MAP.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: 100% of students will meet their growth goal on MAP.	KCWP 1: Design and Deploy Standards	Provide feedback to students on their progression of learning	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
	KCWP 2: Design and Delivery of Instruction	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	Title I
	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	MAP growth MAP projected proficiency KSA	Observations PLCs	No Funding Required
		Utilize formative and summative information for increased student achievement.	Common, formative, summative assessments	PLCs	No Funding Required
	KCWP 5: Design, Align and Deliver Support Processes	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students.	MAP growth MAP projected proficiency KSA	PLCs Observations RTI meetings Transition meetings	No Funding Required
		Determine which best practice strategies (e.g., interventionist, Read 180, modifications to schedules) will meet the identified needs of the students.	MAP growth MAP projected proficiency KSA	PLCs Observations RTI meetings	District Title I
		Intervention/enrichment time is built into the schedule for all students equitably in all grade levels to provide access to all interventionists at every grade level.	MAP growth MAP projected proficiency KSA	RTI meetings Observations PLC data meetings	District Title I
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Student Goal Setting and Data Tracking- Students in grades 2-6 will track their own progress on student data tracking	Student data tracking forms	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required

		forms. These will also be used for goal setting for MAP as well as classroom assessments. Student specific strategies for testing will also be documented here as students will use these during all classroom and district assessments to create their test taking habits.		MAP Proficiency	
		Recognition and celebration of student academic effort and achievement	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis MAP	Title I

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					
Objective 1					
Objective 2					

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
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.	☒
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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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