

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 (State your proficiency goal.): By May 2022, Warfield Elementary School grades 3-6 will increase the combined Proficiency Indicator Score in (Reading and Math) from 45.1 to 55.1 in 2022 as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, 50.2% of students in grades 3-6 will score at or above proficient in Reading as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data Teachers will use data to drive instructional strategies and improve instructional practices. High yield strategies and best practices will be used.</p>	<p>Staff will gather and analyze data from various assessments (MAP, KPREP, STAR, Easy CBM, etc.) to determine achievements and growth areas. The data analysis will be individualized to determine interventions pertinent to student success, develop strategies to guide RTI, and adapt instruction based on student needs.</p>	<p>Report cards, progress reports, MAP Tests, benchmarking systems,</p>	<p>May 2021</p>	
		<p>RTI strategies will be developed and utilized based on student data that is collected and analyzed. Students will be receiving RTI/Enrichment for 40 minutes each day and will be grouped based on identified growth areas.</p>	<p>Formal/Informal assessment</p>	<p>May 2021</p>	
		<p>RTI block for Reading with an emphasis on progress monitoring to ensure the intervention is successful</p>			
	<p>Design and Deploy Standards</p>	<p>Utilize Assessment Data for Student Learning Vertical and horizontal teams and committees use assessment data to determine student learning needs and best instructional practices to meet those needs. This includes STAR, Lexia, STAR, common/formative assessments.</p>	<p>Data from MobyMax, STAR, MAP, common/formative assessments, work samples</p>	<p>May 2021 Checkpoints throughout the Year</p>	

<p>Objective 2</p> <p>By May 2021, 46.7% of students in grades 3-6 will score at or above proficient in Math as measured by KPREP.</p>					
	Design and Deliver Instruction	RTI Process Develop clear protocols in team PLCs to ensure Tier I and Tier II needs are being met and identify when instructional adjustments such as different strategies or different interventions are needed and how to implement those adjustments.	PLC agendas and minutes, Tier I and Tier II documentation, STAR/ MAP Data	May 2021 Checkpoints throughout the Year	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2022, Warfield Elementary School will increase the Separate Academic Indicator Score by 10% (Social Studies, Science, and Writing) in grades 3-6.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, 57.1% of students in grade 5 will score at or above proficiency in Social Studies and Writing.	KCWP 2: Design and Deliver Instruction To use staff collaboration in order to meet the Tier I educational needs of all students and put systems in place to ensure instruction and assessments meet the intent of the adopted standards.	Writer's Workshop- The ELA teachers in 3-6 will lead teachers in creating a school-wide framework for teaching writing.	Evidence will be the completed framework and teacher training/implementation on the framework.	Agendas Ongoing throughout the school year	If needed, substitutes covered through General Fund
	KCWP 5: Design, Align and Deliver Support Develop a clear school-wide process with documentation tools, intervention programs strategies and progress monitoring checks.	Writing Policy/Plan Revision- The SBDM/Principal will update/revise current writing policies/plans.	Evidence will be the completion and implementation of the writing policies/plans.	Agendas Ongoing throughout the school year	\$0
Objective 2 By May 2021, 40% of students in grade 4 will score at or above proficiency in science.	KCWP 2: Design and Deliver Instruction To use staff collaboration to meet the Tier I educational needs of all students and put systems in place to ensure instruction and assessments meet the intent of the adopted standards.	Science Site Visits- The School's Science-based Effectiveness Tutor (Discovery Learning Community Center) will conduct site visits at the school during the school year to provide PLC, Support, lesson modeling, PBL, and formative assessment (TCT) support.	Evidence will be the completed framework and teacher training/implementation on the framework.	Agendas Ongoing throughout the school year	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By the end of the 2021-2022 school year, 40.2% of students with disabilities and 45.9% of free-reduced lunch students will score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of Non-Duplicated Gap students in grades 3-6 will increase math proficiency as measured by KPREP.	MTSS – teachers will continue to implement a systematic problem-solving approach to instruction.	Meetings will be held regularly to identify student’s individual needs and instructional strategies.	Report cards, progress reports, MAP Tests, benchmarking systems, Formal/Informal assessment	School-level plans, 30-60-90, reports, Principal’s Action Plan End of each School Year	
		Teachers will receive professional development on the implementation of tiered instruction			
	KCWP 5: Design, Align and Deliver Support Develop a clearly defined RtI school-wide process with documentation tools, intervention programs strategies, and progress monitoring checks.	Data will be reviewed monthly to determine levels of instruction for individual students	Student growth data	End of each School Year	
		Create and monitor a watch list for students performing below proficiency with special consideration for students in the non-duplicated gap group.		Ongoing	
		Activity—Formative Assessment Practices Work collaboratively in PLC’s and committees to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Observations, student work, student data, PLC agendas and notes	Ongoing	
	Activity—Number Sense Strong focus on Number Sense, especially in primary grades students, has a strong foundation in math. Investigate and implement CGI (Cognitively Guided Instruction) to build Number Sense in all grades.	Observations, student work, student data, PLC agendas and notes	End of each School Year		
Objective 2 The free/reduced students in grades 3-6 will increase in		The Librarian will have library classes scheduled with RTI classes through collaboration with classroom teachers.	Student Growth Data, MAP tests, formative/summative	Ongoing	

4: Growth

Goal 4 (State your growth goal.): By the end of the 2022 school year, the percentage of students meeting expected growth in Reading and Math will increase by 3% each year as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase students scoring at Proficiency in Math and Reading as measured by the State assessment.	•KCWP 4: Review, Analyze and Apply Data Grade level/PLC teams will meet weekly to develop lesson plans and common assessments, analyze student work and review data: RtI, STAR, MAP, and K-PREP to develop whole class, small group, and individualized plans to meet student needs.	Use STAR 360 and MAP data, and the students will be offered after-school tutoring to implement interventions to help students obtain mastery level according to state standards.	Student Growth Data	Ongoing yearly	
		Grade level teachers and support staff will meet regularly to discuss student performance and growth.	Staff Feedback, Progress Reports	Ongoing yearly	
		Instructional Planning - Teachers will develop and submit lesson plans, maximizing and improving the quality of instruction.		Ongoing yearly	
		Data-Informed Decisions Utilize data wise questions to evaluate in teams monthly—What does the data tell us? What does the Data not tell us? What are the causes for celebration? What are the causes for concern? What are the next steps for improvement?	Report cards, progress reports, MAP Tests, benchmarking systems, Formal/Informal assessment	Ongoing yearly	
	KCWP 2: Design and Deliver Instruction	RTI Process Develop clear protocols in team PLC's to ensure Tier I and Tier II needs are being met and identify when instructional adjustments such as different strategies or different interventions are needed and how to implement those adjustments.	PLC agendas and minutes, Tier I and Tier II documentation, STAR,	Ongoing yearly	
	KCWP 3: Design and Deliver Assessment Literacy	Common Assessments Work on standards-based common assessments and grading to be	Common Assessments	Ongoing yearly	

		congruent to the deconstructed standards across grade levels and focused on mastery learning. Common Assessments for all subject areas.			
Objective 2					

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

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:

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>