# 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 (State your proficiency goal.):By 2022, increase the overall reading proficiency of all NLES students from 58.2% to 73% and increase the overall math proficiency of al NLES students from 42.9% to 52.5% | | | | | |
|---|---|---|---|---|---|---|
| **Objective** | **Strategy** | | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 By 2020, increase the overall reading performance of NLES students from 58.2% to 69.6% | All teachers will ensure their instructional program is intentional and of the highest quality. | | 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. | STAR/KPREP/District Common assessments | Monthly Principal | PD |
| | | | Ensure that formative assessment and summative assessment results as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs. PLCs will be used to review curriculum standards, alignment, assessments, strategies and data. | PLCs/Lesson plans/observations/ walkthroughs | Weekly Teachers | N/A |
| | School leaders, including SBDM council and committees, will monitor and evaluate the effectiveness systems for continuous improvement. | | Teachers will teach the writing process and will fully develop writing pieces at least once a quarter.  Student writing will be reviewed as a faculty at least once per quarter through on-demand prompts and writing fluency benchmarks.  Writings will be displayed in the hallway. | Observations/ walkthrough/PLC | Teachers Monthly | Teachers/ELA cadre |
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| | School leaders, including SBDM Council and committees, will ensure that an environment for teaching and student | | Effective questioning strategies that will evoke higher order thinking will be practices as a regular part of daily instruction. | Observations/walkthroughs | Principal monthly | PD |
| | | | A variety of research based strategies and programs will | STAR/KPREP/District assessments/Lesson plans | Teachers Monthly | SBDM/RTI teachers |

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| | Goal 1 (State your proficiency goal.):By 2022, increase the overall reading proficiency of all NLES students from 58.2% to 73% and increase the overall math proficiency of al NLES students from 42.9% to 52.5% | | | | | |
|---|---|---|---|---|---|---|
| **Objective** | **Strategy** | | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | learning is at an optimal level. | | implemented with small group instruction to provide individual interventions/enrichments at least 30 minutes daily in reading and math | and other progress monitoring data. | | |
| Objective 2 By 2020, increase the overall math performance of NLES students from 42.9% to 50.5% | All teachers will ensure their instructional program is intentional and of the highest quality. | | 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. | STAR/KPREP/District assessments | Principal quarterly | PD |
| | | | Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during PLCs. PLCs will be used to review curriculum, standards, alignment, assessments, strategies and data. | PLC/lesson plans/observations/ Walkthrough | Quarterly principal | N/A |
| | School leaders, including SBDM Council and committees, will monitor and evaluate the effectiveness systems for continuous improvement. | | Math lessons will include daily vocabulary instruction and fluency practice.  Teachers will model vocabulary usage and will assess students on mastery. | Lesson plans/PLCs | Teachers Monthly | N/A |
| | | | Teachers will utilize iXL and analyze data monthly to develop and refine skills. | iXL data | Teachers and principal Monthly | 3500 |
| | School leaders, including SBDM Council and committees will ensure that an | | Effective questioning strategies that evoke higher order thinking will be practiced as a regular part of daily instruction. | Observations/walkthrough data | Principal Monthly | NA |

| | Goal 1 (State your proficiency goal.):By 2022, increase the overall reading proficiency of all NLES students from 58.2% to 73% and increase the overall math proficiency of al NLES students from 42.9% to 52.5% | | | | | |
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| Objective | Strategy | | Activities | Measure of Success | Progress Monitoring | Funding |
| | environment for teaching and student learning at at an optimal level. | | A variety of researched-based strategies and programs will be implemented with small groups to provide individual intervention/enrichments at least 30 minutes daily in reading and math.. | STAR data | RTI coordinator Monthly | |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): By 2022, increase the social studies proficiency of all NLES students from 67.7% to 73%, increase science proficiency of all NLES students from 24.4% to 44.5% and increase on demand proficiency of all NLES students from 48.4% to 56. 2% | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1<br>By 2020, increase social studies proficiency from 67.7% to 73% | Curriculum will be aligned and congruent with standards to ensure there are no gaps in instruction. | Utilize pacing guides to align teaching with state standards. | PLC/Cadre | Quarterly<br>Principal | NA |
| | | Teachers will give common assessments in social studies each nine weeks to evaluate student mastery of standards and to guide instruction | Analysis of district common assessment results/students' mastery of standards | Quarterly<br>Principal | NA |
| | | Utilize iXL to provide standards-based practice in content matter | iXL data | Teachers<br>Weekly | 3500 |
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| Objective 2<br>By 2020increase science proficiency form 24.4% to 44.5% | Curriculum will be aligned and congruent with standards to ensure that there are no gaps in instruction. | Follow curriculum and pacing guides to align with state standards | PLC/cadre | Teachers<br>Monthly | NA |
| | | Participate in the district science cadre | Cadre | Teachers<br>Monthly | NA |
| | | Teachers will give district common assessments in science each nine weeks to evaluate student mastery of standards and to guide instruction. | Analysis of common assessment data; student mastery of standards | 9 Weeks<br>Principal | NA |
| | | Teachers will utilize iXL to provide personalized instruction and refinement in science content. | IXL data | Teachers<br>Monthly | 3500 |
| Objective 3<br>By 2020, increase on-demand writing proficiency from 48.4% to 55%. | Curriculum will be aligned and congruent with standards to ensure there are no gaps in instruction. | Participate in the district ELA cadre. | Meeting minutes | Teachers and principal<br>Monthly | NA |
| | | Teachers will give district common assessments I writing each nine weeks to evaluate student mastery | Analysis of common assessments, students' mastery of standards | Principal<br>9 weeks | NA |

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| Goal 2 (State your separate academic indicator goal.): By 2022, increase the social studies proficiency of all NLES students from 67.7% to 73%, increase science proficiency of all NLES students from 24.4% to 44.5% and increase on demand proficiency of all NLES students from 48.4% to 56. 2% | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | of standards and to guide instruction | | | |
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## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.): Increase the number of all non-duplicated gap students scoring proficient or above in math as determined by the KPREP from 40.4% to 52% by 2022 and increase the number of all non-duplicated gap students scoring proficient or above in reading as determined by KPREP form 50.8% to 62.2% by 2022. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1<br>By 2020, increase the number of all non-duplicated gap students scoring proficient or above in math as determined by KPREP from 40.4% to 44.4%. | Data analysis to identify student performance | All students will receive individualized instruction using Freckle, Moby Max, Math Facts in a Flash, iXl, and Zearn. Data will be analyzed by teacher. Student no progressing in the programs will receive supplementary one-on-on instruction using resources provided by the programs or other resources as needed. | Walkthroughs/ RTI/PLCs | Teachers Monthly | Instructional resources |
| | | Quarterly STAR testing will be utilized to address student achievement and be used for RTI placement. | PLCs | Quarterly Teachers Principal | |
| | Teachers will implement research-based strategies for instruction. | During PLCs, teachers will learn about and utilizes strategies from the Teach Like a Champion book. | Lesson plans, walkthroughs/ observations | Monthly Principal | NA |
| | | Teachers will implement strategies to increase discussion among students. | Lesson plan/walkthroughs | Monthly Principal | NA |
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| Objective 2: By 2020, increase the number of all non-duplicated gap students scoring proficient or above in reading as determined by the KPREP from 52.6% to 58.2%. | Data analysis to identify student performance | iXL will be utilized for all students. Tier II and III students will receive interventions through this program as indicated on the district RTI pln. Students in Tier II or III will receive supplementary lessons through the program. | Classroom observations/RTI data/PLCs | Monthly Principal | Instructional resouces |
| | | Quarterly STAR testing will be used to address student achievement and be used for RTI placement. | STAR/RTI data/PLCs | Quarterly Principal | district |

| Goal 3 (State your achievement gap goal.): Increase the number of all non-duplicated gap students scoring proficient or above in math as determined by the KPREP from 40.4% to 52% by 2022 and increase the number of all non-duplicated gap students scoring proficient or above in reading as determined by KPREP form 50.8% to 62.2% by 2022. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | Teachers will implement research-based strategies for instruction. | During PLCs, teachers will learn about and utilize strategies from the Teach Like a Champion book. | Lesson plans, walkthroughs/ observations | Principal Monthly | NA |
| | | Teachers will implement strategies to increase discussion between students. | Lesson plans/walkthroughs/ observations | Principal Monthly | NA |
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## 4: Growth

Goal 4 (State your growth goal.): Increase the overall growth indicator from 52.8 to 63.4 by 2022 as determined by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 1  Increase the overall growth indicator from 52.8 to 57 by 2020 | Design, align, and deliver necessary supports to identify and assist students. | Teachers will utilize name and claim forms to identify students performing below potential and adjust instruction as necessary. | Formative and summative data/STAR and common assessments | Quarterly Principal | NA |
| | Design and deliver effective instruction | RTI groupings will be used to deliver instruction that is on target with student performance and to provide appropriate supports as necessary. | Formative and summative data/STAR, common assessments | RTi coordinator, principal Quarterly | NA |
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| Objective 2 | | | | | |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): Increase the number of kindergarten ready students from 33% to 75% by 2022 as indicated on the Brigance screener. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1<br>By 2020, increase the number of KG ready students from 33% to 50% | Provide support to ensure all students have the knowledge, skills and dispositions for future success. | Incoming kindergarten students will be screened in the spring and appropriate academic resources will be provided to families to encourage continued growth and preparation for KG. | Brigance/STAR | Yearly<br>Principal | NA |
| | | The North Star Academy will provide a KG camp that allows students to experience every day kindergarten activities | Brigance/STAR | Yearly<br>Principal | NA |
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| Objective 2 | | | | | |
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## 6: Graduation Rate

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Goal 7 (State your separate goal.): | | | | | |
| 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: |
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| **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? <br> **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. <br> **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 |
|---|---|---|
| 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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