

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,</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>

	<i>Baldrige, etc.).</i>				
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1: Proficiency Goal

Goal 1:
By 2025, students scoring proficient/distinguished in Reading will increase from 46.5% to 61.1% and in Math from 38.1% to 55%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, students scoring proficient/distinguished in Reading will increase from 46.5% to 48.9%.	KCWP # 2: Design and Deliver instruction	Activity: Resources Instructional resources, activities and trainings that are necessary to increase proficiency are aligned to the curriculum, Common Core and/or National Standards will be funded (i.e. textbooks, technology, programs, chromebooks, etc.)	Department Budgets PLC minutes	Fall 2021 State Assessment Results	District Title 1 KETS
		Activity: Professional Learning Communities All core content area teachers create and analyze common formative assessments. PLC's will provide data driven instruction based on assessments. Training to sustain this	Assessment Results Placement tests PLC minutes A-Team minutes	Fall 2021 State Assessment Results	

		process will be provided as needed. Leadership decisions are focused on student academic performance and are data-driven (assessment results, placement tests, MAP tests, PLC minutes & A-Team minutes) and collaborative.			
		<p>Activity: Reading Specialist/Teacher</p> <p>Sustain use of a reading specialist/teacher to instruct ninth and tenth grade students who need assistance in reading to include using the Literacy First Program. Continue to have Developmental Reading classes and utilize an additional reading coach assistant to help with intensive pull outs and reading progress assessments.</p>	Master Schedule	Fall 2021 State Assessment Results	Title I
Objective 2 By 2021, students scoring proficient/distinguished in Math will increase from 38.1% to 40.9%.	KCWP #5 Design, Align and Deliver Supports	<p>Activity: Secondary Instructional Specialist A Math Interventionist will oversee all areas of math intervention</p>	LEAD report	Fall 2021 State Assessment Results	Title 1
		<p>Activity: Student Tutors/Peer Mentors Provide student tutors in core mathematics and biology classrooms as well as classes with ESL students.</p>	Student schedules	Fall 2021 State Assessment Results	
		<p>Activity: FLIP class: Students not passing Algebra I, 2A, may be placed in a non-traditional, intervention focused FLIP classroom which allows for more individualized and differentiated remediation via the use of iPads and recorded teacher instruction.</p>	<p>Master schedule (math teachers)</p> <p>Student schedules</p>	Fall 2021 State Assessment Results	KETS

		Activity: ALEKS: A math program used with all freshmen for remediation and enrichment	Reduction of failure rates. Increase of math scores.	Fall 2021 State Assessment Results	District
		Activity: Administrative and Peer Walkthroughs Teachers will receive a walkthrough monthly from administration with feedback, and bi-annually teachers will observe and in turn be observed by a peer.			

2: Separate Academic Indicator

Goal 2: Writing and Science

By 2025, students scoring proficient/distinguished in Science will increase from 34.4% to 52.3% and from 69.6% to 77.9% in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, students scoring proficient/distinguished in On Demand Writing will increase from 69.6% to 71%	KCWP #2: Design and Deliver Instruction	Activity: Writing Models: Teachers will follow the school writing policy. A writing policy and program are implemented and periodically reviewed and analyzed to make adjustments as needed to improve student writing. A writing/curriculum specialist will be hired as needed for consult to assist teachers in developing writing activities	Curriculum maps Student/teacher writing folder State Assessments	Fall 2021 State Assessment Results	Title 1
		Activity: No Red Ink: Imbedded practice in instruction at all grade levels. All core English teachers teachers will use No Red Ink to increase student performance in usage and mechanics.	No Red Ink assessment reports	Fall 2021 State Assessment Results	District
		Activity: Writing Instruction: The On-Demand writing process is taught in a scaffold approach in the 9th, 10th and 11th grade English classes.	Curriculum maps Department meeting minutes PLC minutes	Fall 2021 State Assessment Results	

<p>Objective 2 By 2021, students scoring proficient/distinguished in Science will increase from 34.4% to 37.4%.</p>	<p>KCWP #2: Design and Deliver Instruction</p>	<p>Activity: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers are unpacking the new NGSS standards and implementing new common assessments to indicate standard changes an increased rigor</p>	<p>Curriculum map Common assessments State assessments</p>	<p>Fall 2021 Assessment Results</p>	

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 8.7% to 33.6% and from 0% to 27.3% in Math.

Students with Economic Disadvantage scoring proficient/distinguished in Reading will increase from 35% to 52.7% and from 28.9% to 45.5% in Math

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency in Reading of Gap students: ED: 35% to 38% by 2021 IEP: 8.7% to 12.9% by 2021</p> <p>Objective 2 Increase proficiency in Math of Gap students: ED:28.9% to 32.1% by 2021 IEP: 0% to 4.5% by 2021</p>	<p>KCWP #5: Design, Align and Deliver Support Classroom Activities</p>	<p>Activity: Support Services</p> <p>The school provides organizational structures to reduce barriers to learning (e.g. health education, one-on-one health counseling, immunizations, screenings, emergency and first aid services.) Structures are in place to ensure that all students have access to all of the curriculum (e.g. Intervention Assistance Program, character education, preventative education addressing pregnancy, HIV, and STD;s, individual mental health counseling, support for pregnant teens and teen mothers, Anger Management groups, transitional support groups, Grief Counseling, and at-risk support groups).</p>	<p>Minutes from YSC committee meetings</p> <p>YSC plan</p> <p>Nurse's records</p>	<p>Fall 2021 State Assessment Results</p>	<p>District</p> <p>FRYSC</p> <p>State</p>
		<p>Activity: ESS</p> <p>Extend ESS beyond the district program schedule to throughout the school year and include math tutoring two mornings (as-needed).</p>	<p>ESS budget</p> <p>ESS attendance log</p>	<p>Fall 2021 State Assessment Results</p>	<p>State Funds</p>

		<p>Activity: KSI/RTI An Intervention Assistance Team/KSI team meeting will be held to assist identified at-risk student needs</p> <p>Activity: Power Hour Additional time for students to seek help and/or have extended research/computer time is available every day from 12-1.</p> <p>Activity: Stakeholder Involvement Opportunities are provided to families and the community to be active partners in the educational process and work with the school to promote programs and services for all students</p>	<p>Guidance KSI minutes</p> <p>Power Hour schedule</p> <p>Committee minutes</p>	<p>Fall 2021 State Assessment Results</p> <p>Fall 2021 State Assessment Results</p> <p>Fall 2021 State Assessment Results</p>	<p>General Fund</p> <p>State Fund</p>
	<p>KCWP 2: Design & Deliver Instruction</p>	<p>Activity: Implementation and Intervention Strategies in Special Education Special Education teachers will focus on activities and strategies to help individually target the academic growth of students on their caseload</p> <p>Activity: ELL Development: Teachers of ELL students are updated via a short training as needed with current resources and</p>	<p>PLC minutes</p> <p>ESL teacher calendar</p>	<p>Fall 2021 State Assessment Results</p> <p>Fall 2021 State Assessment Results</p>	

		<p>best practice for ELL students. The ESL district teacher has a calendar and rotates among all ESL students.</p> <p>Activity: Cooperative Learning PD: Teams of regular ed. and collab teachers will share and implement training, Station Teaching, to strengthen their teamwork skills and to expand their knowledge of engaging instructional strategies.</p> <p>Activity: Targeted Math Interventionist A math interventionist/tutor uses the school day to pull out students that are failing or are in danger of failing Algebra I, for very individualized one on one tutoring. This intervention is sustained until the student is able to meet academic expectations in the class.</p>	<p>PD Plan walkthrough data</p> <p>Interventionist schedule MAP results</p>	<p>Fall 2021 State Assessment Results</p> <p>Fall 2021 State Assessment Results</p>	
		<p>Activity: Trauma Informed Care All teachers have been trained in Trauma Informed Care so they are more aware of the type of barriers that students in the achievement gap may be dealing with.</p>	<p>PD Plan</p>	<p>Fall 2021 State Assessment results</p>	<p>District Fund</p>

4: Growth

Goal 4 (State your growth goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5:

Goal: By 2025, the Transition Readiness rate will increase from 64.3 to 73.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, the Transition Readiness rate increase from 64.3 to 66.1.	KCWP 5: Design, Align and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement Activity: Advanced classes to accelerate towards college preparedness (Advanced Placement Classes, Dual Credit classes, EC3 career pathways/industry certificates, Hardin County schools Early College Program)	Administration Counselors Teachers Course Guide Handbook/Master schedule	Fall 2021 State Assessment Results	District Federal
		Activity: Classes to accelerate towards a career or military. (EC3 career pathways/industry certificates and JROTC program)Assure consideration and addressment of non-academic barriers to learning.		Fall 2021 State Assessment Results	District Federal
		Activity: Career fair, ILP, Scheduling Information Sessions, Financial Aid seminar, FAFSA Assistance Day, One to One scheduling, open houses, various informational sessions for parents, work ethic, college/career	Administration Counselors Events Calendar work ethic certification	Fall 2021 State Assessment Results	District

		mentoring)			
		Activity: Intensive College Readiness class Focus on increasing ACT score	Administration/ Counselors ACT	Fall 2021 State Assessment Results	District
		Activity: CERT All sophomores and juniors will take the CERT(college equipped readiness tool) test twice a year. It targets, English, reading, math and science. Teachers will analyze results which give very specific performance feedback in regards to specific standards and skill sets.	Administration Sophomore and Junior teachers	Fall 2021 State Assessment Results	District
Objective 2					

6: Graduation Rate

Goal 6 :
By 2025, the Graduation Rate indicator will increase from 95.6% to 97%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, the Graduation Rate indicator will increase from 95.6% to 96%.	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. Activities: Apex, credit recovery, dropout prevention, PBIS, community mentor, etc.	Graduation Reports Apex data YSC plans & minutes	Fall 2021 State Assessment Results	District FRYSC
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. Activities: Apex, credit recovery, dropout prevention, PBIS, community mentor, etc.	Graduation Reports Apex data YSC plans & minutes	Fall 2021 State Assessment Results	District FRYSC
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:

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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