# 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf" \t "_blank) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf" \t "_blank) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf" \t "_blank) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |
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**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. | | | | | |
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| **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  2022-2023 KPREP Proficiency Goal: All students at Wallins Elementary will be proficient writers | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Demonstrate proficiency by increasing the writing proficiency score from 26.3% of Elementary student and 27.9% of the Middle School students to 31.3% in Elementary and 32.3% in Middle School. | KCWP 2 : Design and Deliver Instruction | * Ensure congruency is present between standards, learning targets, and assessment measures. * Develop a clearly defined RTI school/district-wide process with applicable checklist(s), and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. * Math Recovery Program | KPREP Testing  Formative/Summative Assessment  -Math Recovery Program  -Accelerated Math  -STAR Math Scores | Teachers will utilize differentiated instruction in Math and Reading based on student learning preference and reviewed KPREP Data.  -Math Lab (Accelerated Math Technology Element)  -Math Recovery Program | No Funding Required | |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.):  2022/2023: Social Studies KPREP scores will show a decrease in apprentice scores from 31.6% in 2018-2019 to 28.6% in 2022/2023. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Teachers will collaborate in PLC’s to build a unilateral plan that addresses the gaps in content in response to the apprentice scores. | -Small Groups  -Online Programs  -Study Island  - Brain Pop | * Hands – On Activities (Use of Chrome Books and Mondo Board/SMART Technology Resources) * Community Involvement * Weekly participation on online learning. | * Study Island * KPREP * Weekly Assessment | -Study Island Weekly Reports(Technology Element)  -Test Analysis Training Professional Development | -Study Island funding is part of the tech budget for each year. | |

## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.):  2022/2022: All middle school non-duplicated gap students will increase the math proficiency ratings in the gap group from 44.7% in 2018/2019 to 49.7% in the 2022/2023 school year.  2022/2023: All elementary non- duplicated gap students will increase the average of combined math proficiency ratings in the gap group from 40% in 2018/2019 to 45% in 2022/2023 school year. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  All non duplicated gap students will increase the mathematics scores in the 2022/2023 school year by 5%. | KCWP: Design and Deliver Instruction | Ensure that vertical curriculum mapping is occurring to identify instructional gaps. Including planning for the introduction of the standard, development in gradual release phases, and arrival at standards mastery.  Lower classroom student-teacher ratio which would allow for more one-on-one interaction in the areas of reading and math. This data was confirmed by diagnostic data from progress monitoring, specifically STAR reading and math results. | STAR Testing  Formative/Summative Assessments  District Benchmark Test  KPREP | Utilize KPREP Data to identify sub-populations and review student performance from previous school-years.  Test Analysis Professional Development  Accelerated Math  Math Labs | No Funding Needed | |

## 4: Growth

| Goal 4 (State your growth goal.):  2022/2023: Wallins Elementary will decrease novice categories in elementary and middle school combined reading and math by 50% in 2023. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  50% of novice categories in elementary and middle school will improve by 2020. | KCWP 4: Review, Analyze, and Apply Data | -Develop a clearly defined RTI school/district wide process with applicable checklists and documentation tools including such information as service frequency, intervention programs/strategy, SMART goal measurement, and progress monitoring checks.   * Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. * Chrome Book Labs for intervention efforts in diverse curriculum. | KPREP Test  Save the Children Groups | STAR Test in Chrome Labs  District Benchmark  Formative/Summative Assessment  RTI Assessments  Test Analysis Professional Development  Save the Children Reading Assistance | No School Funding Needed | |

## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.):  The fifth grade students will increase their transition proficiency in math on KPREP scores by 5% by 2023.  The eighth grade students will increase their transition proficiency in math on KPREP scores by 5% in 2023. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Collaborate to ensure that each grade level has goals set for students in the transitional year. | KCWP: Review, Analyze, and Apply Data | -Develop a progress monitoring system to monitor standards mastery for each student.  -Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.  -Develop a tracking system for monitoring a student achievement progress by learning target and standard. | -Reports in Comparison to STAR Assessments  KPREP Scores | STAR Assessments  Summative/Formative Assessments  Test Analysis Professional Development | No School Funding Needed | |

## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.):  N/A | | | | | |
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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)

| Goal 7 (State your separate goal.):  N/A | | | | | |
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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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## 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?  **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:** |
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| **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. |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

| **Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students** |
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| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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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