

# 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 <b>measures</b> 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 2024, GCHS will increase the combined reading and math percentages of proficient and distinguished students from 41.2% to 54.6% as measured by the 10th grade state reading and math assessments (current percentage comes from ACT).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase our proficiency in reading from 42.9% to 45.5% by 2020.	KCWP 4: Review, analyze, and apply data.	Implement data team methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning.	Data team agendas and administrator attendance at data teams.	Data discussions during data team meetings.	
	KCWP 1: Design and Deploy Standards.	Determine if learning targets are clear to teachers.	Pacing guide alignment to standards.	Pacing guide correctness.	
Objective 2: Increase our proficiency in math from 39.4% to 42.2% by 2020.	KCWP 4: Review, analyze, and apply data.	Implement data team methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning.	Data team agendas and administrator attendance at data teams.	Data discussion during data team meetings.	
	KCWP 1: Design and Deploy Standards.	Determine if learning targets are clear to teachers.	Pacing guide alignment to standards.	Pacing guide correctness.	



## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2024, GCHS will increase the combined on-demand writing and science percentage of proficient and distinguished students from 45.8% to 58.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase our proficiency in science from 26.9% to 30.2% by 2020.	KCWP 2: Design and Delivery of Instruction	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.	Attendance at GRREC PD-Phenomena is Phun.	Implementation of strategies from PD. Teacher led PD from GRREC to the rest of the science department.	920X money
	KCWP 1: Design and Deploy Standards	Determine if learning targets are clear to students.	Pacing guide alignment to standards.	Pacing guide correctness.	
Objective 2: Increase our proficiency in on-demand writing from 64.6% to 66.2% by 2020.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment review are an ongoing action of the English PLC's planning process.	Improvement of on-demand writing scores.	PLC meetings to analyze data and strategy to teach on-demand style.	
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lesson.	Fidelity checks that all teachers are using the same strategy to teach and grade on-demand writing.	PLC meetings, common grading and discussion checks.	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2024, GCHS will increase the average combined scores in reading and math proficiency percentages in students with disabilities GAP group from 4% to 25.8%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading for students with disabilities from 3.4% to 7.8% by 2020.	KWCP: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lesson.	Proficiency on Kprep 10th grade reading test for targeted special education students.	Data team meetings. RTI/special education pullout meetings.	
		Targeted special education students will receive additional help during an elective RTI.	Proficiency on ACT reading for targeted special education students.		
Objective 2: Increase proficiency in math for students with disabilities from 4.5% to 8.8% by 2020.		Plan strategically in the selection of high yield instructional strategy usage within lesson.	Proficiency on Kprep 10th grade math test for targeted special education students.	Data team meetings. RTI/special education pullout meetings.	
		Targeted special education students will receive additional help during their math RTI.	Proficiency on ACT math for targeted special education students.		

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 (State your transition readiness goal.): By 2024, GCHS will increase the transition rate of students from 62.3 to 70.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the transition rate of students from 62.3 to 63.8 by 2020.	KCWP 5: Design, Align and Deliver Support	<p>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p> <p>GCHS will increase flexible scheduling to allow students to take more CCR classes.</p> <p>Utilize CAT time to go over pathways and advise students on which pathway to enter.</p> <p>Increase the TRACK pathway options to increase opportunity and flexibility for students.</p>	Increased CCR percentage.	Each trimester administrators, CTE departments, advisory teachers, and counselors will review schedules and advise students toward career pathway classes.	
	KCWP 4: Review, Analyze, and Apply Data	Develop a tracking system to monitor student achievement for transition readiness.	Increased CCR percentage.	Utilize the spreadsheet for early graduates, scheduling, and curriculum decisions.	
Objective 2					



**6: Graduation Rate**

Goal 6 (State your graduation rate goal.): By 2024, GCHS will increase our 4 and 5 year graduation rate from 91.7% to 92.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
Objective 1: Increase our 4 year graduation rate from 89.6% to 89.8% by 2020.	KCWP 5: Design, Align and Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Increased graduation rate.	Run report and make administration aware of students who are on the list. Find solutions for barriers in relation to their graduation.			
Objective 2: Increase our 5 year graduation rate from 93.7% to 93.8% by 2020.	KCWP 5: Design, Align and Deliver Support	Utilization of credit recovery rooms in AEC and GCHS.	Increased graduation rate.	Check Edgenutiy for progress monitoring on students.			

**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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>
<b>Identification Of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

**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.

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