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 2023, Flat Gap Elementary will increase proficiency of student performance in Reading and Math Combined Proficiency from 61.9% to 68.8% as indicated on state assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, Students will demonstrate proficiency by increasing the combined Reading and Mathematics Scores to 63.6% as measured by state assessment (Reading P/D 64.3%; Math 63%).	Review, Analyze and Apply Data Teachers use data to determine students' needs including movement through the tiers of intervention, grouping/regrouping and teacher placement.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Formative and summative assessments	Weekly monitoring Walk-throughs Observations	
		Greyhound Grit Time- students performing below proficiency on daily learning targets receive small group direct instruction.	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	Quarterly Data Wall Data Notebooks	
	Design and Deliver Assessment Literacy: All teachers utilize formative and summative information for increased student achievement.	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Checklist and Data Trackers	Weekly Monitoring	
		Create formative and summative assessments that are aligned to the standards.	Data Notebooks, Lesson Plans	Weekly Monitoring	
Objective 2: By May 2021, Teachers will continue to develop and monitor congruent grade level	Review, Analyze and Apply Data Teachers use these different types of assessment to ensure a balanced approach: Formative, Summative and Interim	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math.	Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math.		
	Review, Analyze and Apply Data Students have a voice in the	Implement data teaming methodologies, including collection and charting of data,	Data Walls, Students Data notebooks, Goal setting	Weekly monitoring	

Goal 1 (State your proficiency goal.): By 2023, Flat Gap Elementary will increase proficiency of student performance in Reading and Math Combined Proficiency from 61.9% to 68.8% as indicated on state assessment results.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	monitoring/evaluation of classroom improvement cycles.	analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, Flat Gap Elementary will increase proficiency of student performance in Writing from 61.9% to 68.8% as indicated on state assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, Students will demonstrate proficiency by increasing writing scores to 63.6% proficiency as measured by state assessment (Writing P/D 61.9%.	Design and Deliver Assessment Literacy: All teachers utilize formative and summative information for increased student achievement.	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Checklist and Data Trackers	Weekly Monitoring	
		Create formative and summative assessments that are aligned to the standards.	Data Notebooks, Lesson Plans	Weekly Monitoring	
	Review, Analyze and Apply Data Teachers use data to determine students' needs including movement through the tiers of intervention, grouping/regrouping and teacher placement.	Greyhound Grit Time- students performing below proficiency on daily learning targets receive small group direct instruction.	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	Weekly monitoring Walk-throughs Observations	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Formative and summative assessments	Quarterly Data Wall Data Notebooks	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 3 (State your achievement gap goal.): By 2023, Flat Gap Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 58.7 to 66.2 as evidenced by state assessment results					
Objective 1: By May 2021, Students will demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 59.6 to 61.4 as measured by K-PREP Gap Achievement Delivery Target	Design and Deliver Instruction Teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target.	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction before, during and after.	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	PLC's Weekly checks	
		Ensure congruency is present between standards, learning targets, and assessment measures	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	Weekly checks	
Objective 2: By May 2021, Students will demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 57.8 to 59.7 as measured by K-PREP Gap Achievement Delivery Targets.	Design and Deliver Instruction Teachers ensure lessons are designed with students' cultural, social, and developmental needs in mind	Plan strategically in the selection of high yield instructional strategy usage within lessons.	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	Weekly checks	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Formative assessment notebooks, Students data notebooks, Daily Learning Targets	Weekly checks	

4: Growth

Goal 4 (State your growth goal.): By 2023, Flat Gap Elementary will increase by 5% the goal of proficiency by increasing the percentage of students who meet annual personal Growth Targets for improvement based on individual student trajectory toward proficiency or beyond in the content areas of Reading/Writing and Mathematics. The Growth Target will demonstrate whether students "catch-up, keep-up, or move-up" as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, more effective grading practices to accurately communicate student achievement will be implemented	Design and Deliver Assessment Literacy The grading system will communicate student learning accurately.	Create a Primary Exit Criteria to ensure effective communication with stakeholders regarding student criteria, attendance, benchmarks, readiness for next grade.	Primary Exit Criteria Form	By May 2021	
		Utilization of grading system that effectively and accurately communicates student learning	Grading Policy	By May 2021	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2023, Flat Gap Elementary will attain Transition Readiness of the necessary knowledge, skills, and dispositions to successfully transition students to the next level of their career as evidenced by state required assessment accountability system.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2021, Students will meet a benchmark composite score of proficiency performance in Reading/Writing (3-6), Mathematics (3-6), Social Studies (5th), and Science (4th).	Design and Deploy Standards The process for vertical curriculum work is ensured, including introduction, development, and mastery of standards.	Transitional meetings with Headstart/Preschool and Kindergarten	Agendas	Twice a Year	
		Transitional meetings with 6th grade and Middle School	Agendas	By May 2021	

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

7: Other (Optional)

Goal 7 (State your separate goal.): By 2021, Flat Gap Elementary will provide high yield equitable opportunity and access experiences to positively impact student learning, will use multiple measures tied to equity and to help ensure high achievement and growth for the whole child as measured by Opportunity and Access standards of the state requires accountability system, results of the TELL Survey, Working Conditions, and District Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, Flat Gap Elementary will collaborate to reduce the number of students who are chronically absent by 10% (10% of the instructional days or >17 days).	Establishing a Learning Culture for Environment Processes are in place to communicate with parents in order to address barriers to learning	Ensure that classroom policies and procedures align with the school's Code of Conduct Student led tracking of individual attendance with use of Data Notebooks	School Calendar	Monthly	
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. Club Days/ Special Activities	School Calendar	Monthly	
Objective: By May 2021, teachers, leaders, and students will participate in learning opportunities around the theme of "student leadership."	Establishing a Learning Culture for Environment	Enable students to develop leadership roles within the classroom	Student Data Notebooks, Student Led Conferences	By May 2021	

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.	☒
		☐
		☐
		☐
		☐

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.	☒
		☐
		☐
		☐
		☐