

# 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:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**1: Proficiency Goal**

Goal 1 (State your proficiency goal.): Increase the average combined Reading and Math scores from 71.55% to 76% by 2024 as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient and distinguished in Reading from 77.6% to 80% by 2021 as measured by K-PREP.	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following	STAR, K-PREP Assessment, Dibels, Lexia, Abel and	Throughout the school year May 2021 RES Teachers and Staff	\$0

Goal 1 (State your proficiency goal.): Increase the average combined Reading and Math scores from 71.55% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment scoring. In all grade levels, teachers implement writing across content areas.	Atherton writing process, common assessments	RES Administration	
		In PLCs, analyze STAR, Lexia, Dibels and Brigance data.	STAR, Dibels, Lexia, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels, Brigance, and Lexia.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
Objective 2 Increase the percentage of students scoring proficient and distinguished in Math from 65.5% to 76% by 2021 as measured by K-PREP.	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process,	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0

Goal 1 (State your proficiency goal.): Increase the average combined Reading and Math scores from 71.55% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		levels, teachers implement writing across content areas.	common assessments		
		In PLCs, analyze STAR, Lexia, Dibels and Brigance data.	STAR, Dibels, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels, Brigance, and Lexia.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): For the Separate Academic indicator, increase the percentage of students scoring proficient or distinguished in Math from 65.5% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient and distinguished in Math from 65.5% to 76% by 2021 as measured by K-PREP.	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Math vs. grades in those same subjects.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels and Brigance data.	STAR, Dibels, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels, and Brigance.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0

Goal 2 (State your separate academic indicator goal.): For the Separate Academic indicator, increase the percentage of students scoring proficient or distinguished in Math from 65.5% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the percentage of students in the economically disadvantaged gap group scoring proficient or distinguished from 69.6% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of students scoring proficient and distinguished in Reading from 77.6% to 80% by 2021 as measured by K-PREP.</p>	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, Dibels, Lexia, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Lexia, Dibels and Brigance data.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels, Brigance, and Lexia.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0



Goal 3 (State your achievement gap goal.): Increase the percentage of students in the economically disadvantaged gap group scoring proficient or distinguished from 69.6% to 76% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Increase the percentage of students scoring proficient and distinguished in Math from 65.5% to 76% by 2021 as measured by K-PREP.</p>	<p>Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,</p>	<p>In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.</p>	<p>assessments STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process</p>	<p>Throughout the school year May 2021 RES Teachers and Staff RES Administration</p>	<p>\$0</p>
	<p>2) formative and summative data is used to increase student achievement, and</p>	<p>In 3<sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.</p>	<p>STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments</p>	<p>Throughout the school year May 2021 RES Teachers and Staff RES Administration</p>	<p>\$0</p>
		<p>In PLCs, analyze STAR, Dibels and Brigance data.</p>	<p>STAR, Dibels, K-PREP Assessment, Abel and Atherton writing process, common assessments</p>	<p>Throughout the school year May 2021 RES Teachers and Staff RES Administration</p>	<p>\$0</p>
	<p>3) teachers use the data for their next instructional steps.</p>	<p>In 3<sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.</p>	<p>STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments</p>	<p>Throughout the school year May 2021 RES Teachers and Staff RES Administration</p>	<p>\$0</p>
	<p>In PLCs, analyze STAR, Dibels, and Brigance.</p>	<p>STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments</p>	<p>Throughout the school year May 2021 RES Teachers and Staff RES Administration</p>	<p>\$0</p>	

## 4: Growth

Goal 4 (State your growth goal.): The percentage of students scoring novice and apprentice in combined Reading and Math will decrease from 28.45% to 20.625% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of students scoring novice and apprentice in Reading from 22.4% to 20% by 2021.	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Lexia, Dibels and Brigance data.	STAR, Dibels, Lexia, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	In PLCs, analyze STAR, Dibels, Brigance, and Lexia.	STAR, K-PREP Assessment, Dibels, Lexia, Abel and Atherton writing process, common	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0	

Goal 4 (State your growth goal.): The percentage of students scoring novice and apprentice in combined Reading and Math will decrease from 28.45% to 20.625% by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Decrease the percentage of students scoring novice and apprentice in Math from 34.5% to 28.45% by 2021.	Design and Deliver Assessment Literacy by moving from a grading culture to a learning culture by ensuring the following: 1) the grading system accurately communicates student learning with parents/guardians,	In PLCs, analyze and compare STAR scores in Reading and Math vs. grades in those same subjects.	assessments STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$10,000
	2) formative and summative data is used to increase student achievement, and	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
		In PLCs, analyze STAR, Dibels and Brigance data.	STAR, Dibels, K-PREP Assessment, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	3) teachers use the data for their next instructional steps.	In 3 <sup>rd</sup> grade, common short answer writing prompt assessment with grade level meetings following assessment scoring. In all grade levels, teachers implement writing across content areas.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0
	In PLCs, analyze STAR, Dibels, and Brigance.	STAR, K-PREP Assessment, Dibels, Abel and Atherton writing process, common assessments	Throughout the school year May 2021 RES Teachers and Staff RES Administration	\$0	

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate 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"/>
		<input type="checkbox"/>
		<input 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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