

# 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.

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, Baldrige, etc.</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 <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>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Natcher Elementary will increase the proficiency of students in math from 36% to 68% and reading from 52.8% to 76.4% as measured by state assessments by the year 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Natcher will increase the percent of elementary students proficient and distinguished in math from 36% to 42.4% as measured by the state assessment by 2021.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions. “How do teachers use these different types of assessments to ensure a balanced approach?”	Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	STAR Math- growth from BOY to EOY	August / December / May	N/A
		New curriculum Illustrative Math to align grade levels vertically.	Illustrative Math common unit assessments	End of unit assessments	SBDM and Title 1 \$17,200
		Formative assessments are being created (DCA) and utilized across teams	DCA - unit growth from pre-test to post-test	End of unit assessments	N/A
	KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teacher’s design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”	PD opportunities to increase student engagement	Documented meeting agendas and notes	Completion of PD and PD shared with staff.	Title 1 \$3,000
		Let’s Talk sessions promoting culturally responsive teaching and learning	Observations, Policy review	SBDM policy, observations	N/A
		Aligned curriculum was purchased this year for Math (K-6) Illustrative Math.	STAR Math and KPREP Math scores for 2020-2021	August/December/ May and May 2021	SBDM and Title 1 \$17,200
	KCWP 5: Design, Align, Deliver Support Processes - District Coaches “What system or processes are in place to ensure appropriate academic interventions are taking place	Modeling and PLC work with both the curriculum coordinator and the district math coach (Womack) to ensure alignment of program to standards and pacing guide.	Scheduled visits and implementation.	Weekly PLC meetings - Feedback from coach	N/A
		Blended Learning approach with Dreambox, Imagine Learning,	Data from programs; PLCs to discuss pulling	Data pulled and instructional decisions made based on outcomes.	Title 1

	to meet the needs of all students?"	PathBlazer (RTI), and Courseware (6th)	reports, new scoreboards to monitor and promote accountability for students and homerooms		
Objective 2  Natcher will increase the percent of elementary students proficient and distinguished in reading from 52.8% to 57.5% as measured by the state assessment by 2021.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions "How do teachers use these different types of assessments to ensure a balanced approach?"	Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	STAR Reading growth from BOY to EOY	August / December / May	N/A
		Formative assessments are being created (DCA)	DCA - unit growth from pre-test to post-test	Fountas and Pinnell assessments	N/A
	KCWP 2: Design and Deliver Instruction - Professional Development "What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?"	PD opportunities to increase student engagement	Documented meeting agendas and notes	Completion of PD and PD shared with staff.	Title 1 \$3,000
		Aligned curriculum was purchased this year for Reading (4-6)- Expeditionary Learning.	STAR Reading and KPREP Reading scores for 2020-2021	August/December/ May and May 2021	SRG Fund \$5,000
	KCWP 5: Design, Align, Deliver Support Processes - District Coaches	Modeling and PLC work with district coach (Wintuska) and curriculum coordinator including co-planning to meet varying needs of students.	Scheduled visits and implementation.	Weekly PLC meetings - Feedback from coach	District cost of coach
		Blended Learning approach with Imagine Learning and PathBlazer (RTI).	Data from programs; PLCs to discuss pulling reports, new scoreboards to monitor and promote accountability for students and homerooms	Weekly PLCs - data pulled	Title 1 \$20,000
	KCWP 5: Design, Align, Deliver Support Processes - Striving Readers Grant / District Coaches	Planning reading instructional units that target guided reading levels (A-Z). Use of Reading A-Z in primary and Expeditionary Learning in 4-6.	Guided reading levels STAR reading reports	Lesson plans / weekly PLCs	SBDM Reading A-Z \$400  SRG EL- \$4,000

	“What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?”	Co-teaching reading instructional units	Guided reading levels STAR reading reports	Lesson plans / weekly PLCs	District cost of coach
		Modeling reading instruction with district coach (Wintuska) and curriculum coordinator.	Guided reading levels STAR reading reports	Lesson plans / weekly PLCs	District cost of coach

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Natcher Elementary will increase the percent of students reaching proficiency in writing 33.8% to 66.9% and in science 29% to 64.5% and in social studies 37.6% to 68.8% as measured by state assessments by the year 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Natcher will increase the percent of elementary students proficient and distinguished in writing from 33.8% to 40.42% as measured by the state assessment by 2021.	KCWP 5: Design, Align, Deliver Support Processes - Striving Readers Grant / District Coaches “What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in CSIP/CDIP planning and measuring of progress toward attaining the goals?”	Guided Reading (A-Z) K-3, Expeditionary Learning 4-6; Planning writing instructional units	On demand writing, writing portfolio pieces, extended response answers	Lesson plans / weekly PLCs Review through SBDM	N/A
		Co-teaching reading instructional units	On demand writing, writing portfolio pieces, extended response answers; writing RTI data.	Lesson plans / weekly PLCs; classroom observations	District cost of coach
		Modeling reading instruction; Ensuring the writing pacing guide is being followed by K-6 and integration with current reading programs so that writing is not taught in isolation.	On demand writing, writing portfolio pieces, extended response answers	Lesson plans / weekly PLCs	District cost of coach
	KCWP 2: Design and Deliver Instruction - Professional Development. “How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure	PD opportunities to increase student engagement (KAGAN)	Documented meeting agendas and notes, observations	Completion of PD and PD shared with staff. Increase in student engagement.	Title 2 \$8,000

	congruency to the intent of the learning target?"				
Objective 2  Natcher will increase the percent of elementary students proficient and distinguished in science from 29% to 36.1% as measured by the state assessment by 2021.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions  "How do teachers use these different types of assessments to ensure a balanced approach?"	Disaggregate KPREP data of individual students by proficient, close, far, and intervention to make changes to instruction. Implementation of Mystery Science to follow standards (K-5) and Courseware (6).	Unit growth from pre-test to post-test	Lesson plans / weekly PLCs; student end of unit scores	SBDM Mystery Science \$1000
	KCWP 2: Design and Deliver Instruction - Professional Development "How does the teacher ensure cognitive engagement versus passive or active engagement?"	PD opportunities to increase student engagement (KAGAN) including booster sessions through PLC and faculty meetings.	Documented meeting agendas and notes; observations	Completion of PD and PD shared with staff.	Title 2 \$7,000
Objective 3  Natcher will increase the percent of elementary students proficient and distinguished in social studies from 37.6% to 43.8% as measured by the state assessment by 2021.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions "What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?"	Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	Unit growth from pre-test to post-test	Lesson plans / weekly PLCs	N/A
		Aligned curriculum was purchased this year for Social Studies (K-6) Into Social Studies.	KPREP Social Studies scores for 2020-2021	May 2021	SBDM and Title 1 \$12,000
	KCWP 2: Design and Deliver Instruction - Professional Development "How does the teacher ensure cognitive engagement versus passive or active engagement?"	PD opportunities to increase student engagement  PD opportunity with Into Social Studies to instruct with both in person and virtual students.	Documented meeting agendas and notes  End of unit assessments	Completion of PD and PD shared with staff.  Observations	Title 1 \$3,000  SBDM and Title 1 \$12,000

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Natcher will increase the percentage of students scoring proficient / distinguished in reading for the economically disadvantaged student group from 46.5% to 73.25% and in math from 28% to 64% as measured by state assessments by the year 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Natcher will increase the percentage of students scoring proficient / distinguished in reading for the economically disadvantaged student group from 46.5% to 51.9% as measured by state assessments by the year 2021.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes - Striving Readers Grant / District Coaches</p>	<p>PD opportunities through PLCs, faculty meetings, GRREC, district coaches, teacher to teacher observations</p>	<p>Documented meeting agendas and notes</p>	<p>PLC documentation; student growth through STAR; DCA data</p>	<p>Title 1 \$3,000</p>
	<p>“What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students?”</p>	<p>Blended Learning approach with Dreambox, Imagine Learning, PathBlazer (RTI), and Courseware (6th)</p>	<p>Data from program; PLCs</p>	<p>PLC documentation; student growth through STAR; DCA data</p>	<p>District funded</p>
	<p>“How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?”</p>	<p>Social Emotional Learning time has been designated for each grade level daily. Second Step has been provided as the curriculum.</p>	<p>Decrease in behavior referrals.</p>	<p>Guidance counselor is pushing in to monitor and support individual classrooms</p>	<p>District funded through the Aware grant.</p>
	<p>Leader In Me - Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.</p>	<p>Franklin Covey Review Teams every 2 years.</p>	<p>Student Leadership Jobs (SOC - Service on Campus) Student-led Conferences Classroom Job Completion Decreased Office Referrals Increased “Spotted a Leader” Awards</p>	<p>District funded - \$1,000</p>	
	<p>Mentoring (Check In/ Check Out), Students meeting with District Mental Health Counselor (Lindsey Young)</p>	<p>Students exiting CICO, decrease in behavior referrals</p>	<p>Students meeting daily with CICO mentor, weekly meeting with mental health counselor</p>	<p>N/A</p>	
	<p>John Hattie Work - Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this ‘hinge point’, in order to find an answer to the question “What works best in education?”</p>	<p>STAR growth BOY to EOY</p>	<p>PLC documentation; student growth through STAR; DCA data</p>	<p>NA</p>	
	<p>Marzano Work Application - According to his research data, good, effective teachers:</p>				

		Set goals. Provide feedback. Help students interact with new knowledge. Provide students with simulations and low-stakes competition. Engage with students, allowing them to talk about themselves and noticing when they aren't engaged. Establish and maintain classroom rules. Maintain relationships with students. Communicate high expectations.			
Objective 2 Natcher will increase the percentage of students scoring proficient / distinguished in math for the economically disadvantaged from 28% to 35.2% as measured by state assessments by the year 2021.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions "What systems are in place to ensure that student data is collected, analyzed, and being used in the classroom to drive instruction"	Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	STAR Math- growth from BOY to EOY and KPREP Math scores in May	August / December / May; May	N/A
		Formative assessments are being created (DCA)	DCA - unit growth from pre-test to post-test; PLCs weekly to discuss student data and progress	End of unit assessments; Weekly PLCs.	N/A
	KCWP 2: Design and Deliver Instruction - Professional Development "What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?"	PD opportunities to increase student engagement (KAGAN, Illustrative Math, Into Social Studies, Culturally Responsive)	Documented meeting agendas and notes	Completion of PD and PD shared with staff.	Title 1 \$3,000
	KCWP 5: Design, Align, Deliver Support Processes - District Coaches "How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?"	Modeling and PLC work; collaboration between curriculum coordinator and teachers for Illustrative Math implementation	Scheduled visits and implementation.	Weekly PLC meetings - Feedback from coach  End of unit Illustrative Math assessments	District Funded



#### 4: Growth

Goal 4 (State your growth goal.): Natcher will increase the indicator score for Growth from 52.5 to 76.3 as measured by state assessments by the year 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Natcher will increase the indicator score for Growth from 52.5 to 57.26 as measured by state assessments by the year 2021.	KCWP 4: Review, Analyze and Apply Data: Data Driven Decisions “How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice?”	Disaggregate data of individual students by proficient, close, far, and intervention to make changes for instruction.	STAR Math- growth from BOY to EOY DCAs- unit test growth from pre to post	STAR/PLCs/DCAs	NA
		Formative assessments are being created to streamline instruction.	DCAs- unit test growth from pre to post		
	KCWP 2: Design and Deliver Instruction: PD, District Coaches, Math Plus “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”	Family meetings; PLCs GRREC District coaches Blended Learning approach with Dreambox and PathBlazer (RTI) Number talks with coaches	Documented meeting agendas and notes; Student growth through STAR.	PLC documentation; student growth through STAR; DCA data	PD \$8,000
		PD Opportunities through PLCs, faculty meetings, GRREC, district coaches	Documented meeting agendas and notes.	Completion of PD days shared with staff	Title 1 \$3,000
	KCWP 2: Design and Deliver Instruction: Striving Readers Grant- Literacy Coaching with classroom and resource teachers  “How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure	Blended Learning approach with Imagine Learning and PathBlazer (RTI)	Data from program; PLCs to discuss pulling reports, new scoreboard to monitor and promote accountability for students and homerooms	Weekly PLC meetings- data pulled	Title 1 New carts \$22,000
		Expeditionary Learning in core for 4-6 grade	STAR reading reports	Lesson plans, classroom visits by ECC and principal, weekly PLCs	\$1,400 (Striving Readers Grant)

	congruency to the intent of the learning target?"	Co-teaching reading instructional units	Guided reading levels and STAR reading reports	Lesson plans, classroom visits by ECC and principal, weekly PLCs	NA
		Modeling reading instructional units with district coach (best practices and targeting students to specific needs)	Guided reading levels and STAR reading reports	Lesson plans, classroom visits by ECC and principal, weekly PLCs	NA
	KCWP 2: Design and Deliver Instruction: Striving Readers Grant- Literacy Coaching with classroom and resource teachers  "What systems of collaboration are in place in order to meet the Tier I educational needs of all students?"	Planning writing instructional units	Writer's workshop, on-demand writing, portfolio pieces, extended response answers	Lesson plans, classroom visits by ECC and principal, weekly PLCs	NA
		Natcher pacing guide (K-6)	Writer's workshop, on-demand writing, portfolio pieces, extended response answers		NA
		Co-teaching writing instructional units (Writing Strategies Book)	Writer's workshop, on-demand writing, portfolio pieces, extended response answers	Lesson plans, classroom visits by ECC and principal, weekly PLCs	NA
		PD opportunities through PLCs, faculty meetings, GRREC, district coaches	Documented meeting and agenda notes		NA