

# 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. <i>Six Sigma</i>, <i>Shipley</i>, <i>Baldrige</i>, etc.).</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.): Increase the average reading KPREP proficiency score from 31.4% in 2019 to 65.7% in 2024. Increase the average math KPREP proficiency score from 29.8% in 2019 to 64.9% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 38.3% of Third, Fourth, Fifth and Sixth grade students will demonstrate proficiency on the 2021 KPREP assessment in Reading by 12/31/2021 as measured by reading scores on the 2020 KPREP.	KCWP 1: Ensure congruency is present between Kentucky Academic Standards, learning targets and assessment measures.	All teachers will implement a rigorous, standards-based curriculum with fidelity.	Daily Lesson plans will be monitored Walk-through observations will be performed. Teachers and admin will participate in Instructional Rounds.	Purchase of materials for new curriculum.	Title I- \$30,000
		All teachers will administer Math, Literacy, Science and Social Studies Curriculum-based assessments that are aligned to the Common Core standards and analyze the data to determine student mastery of the standards.	Teacher scoring and data analysis during PLCs.		District
		Master schedule will be designed to allow for vertical teams to meet and plan for development, gradual release and mastery of standards.	Unit plans and lesson plans will be monitored		None
Objective 2: 36.8% of Third, Fourth, Fifth and Sixth grade students will demonstrate proficiency on the 2021 KPREP assessment in Mathematics by 12/31/2021 as measured by the math scores on the 2121 KPREP assessment.	KCWP 4: Ensure that all teachers examine and interpret data in their classrooms to ensure individual student success.  KCWP 5: Design, Align and Deliver Support	PLCs will be held every other week for teachers to analyze data in regards to the instructional strategies shared focusing on student engagement.	Data Analysis sheets will be kept		None
		Child Study Team Meetings will be held every eight (8) weeks to determine which students are not catching up, catching up, and keeping up. Tiered intervention	Progress Monitoring grade level sheets	Co Teaching	None

		groups will be formed to meet instructional needs of all students.			
		Students will be actively involved in knowing their own data and setting their own goals for the learning	Digital and Paper Leadership Notebooks will be kept by students (for Leader in Me) and monitored by the admin team each quarter.		School - \$1,000
		Students will be chosen to participate in the Extended School Services program.	Rosters for ESS based on performance throughout the year		SchoolDistrict - \$17,000 ESS funds
	KCWP 5: Design, Align and Deliver Support	District Coaches will collaborate with content area teachers and coteach, model, and plan	Coteaching schedules PLC Agendas Lesson Plans		

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the separate academic indicator score from 38.6% in 2019 to 51.4% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient and/or distinguished on the 4th grade KPREP assessment in Science from 8.3% in 2019 to 9.1% in 2021.	KCWP1: Ensure congruency is present between Kentucky Academic Standards, learning targets and assessment measures.	Teachers will follow storylines as outlined in the science bundles created by the district content coaches and teams.	Teachers will administer TCT paperwork as required by district and as noted on unit/lesson plans		District
	KCWP3: Assessments will be created to better match the types of questions on the KPREP assessment.	Teachers will develop assessments on technology devices with multiple choice, multiple select and extended response questions to ensure students become more accustomed to each type of question.	File of all assessments will be kept		30,000 Title I; purchase Chromebooks and Ipads for assessment design and student use.
Objective 2: Increase the percentage of students scoring proficient and/or distinguished on the KPREP assessment in Social Studies from 28.6% in 2019 to 31.5% in 2021.	KCWP1: Ensure congruency is present between Kentucky Academic Standards, learning targets and assessment measures.	Teachers will follow curriculum maps as outlined by the district.	Unit and daily lesson plans will be monitored		District
Objective 3: Increase the percentage of students scoring proficient and/or distinguished on the KPREP assessment in On-Demand Writing from 19% in 2019 to 20.9% in 2021.	KCWP2: Ensure that the school writing policy is being implemented with fidelity.	Literacy instruction will have a daily emphasis on writing.	Daily lesson plans will be monitored		School - \$3,000
		Master schedule will include an opportunity for students to receive additional writing instruction through the related arts schedule as well as RTI leveled writing instruction.	Master schedule		None
		All content areas will be responsible for providing writing samples for the student writing portfolios.	In progress and final student writing portfolios will be monitored		None



### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the average reading KPREP proficiency score for African American students from 16.5% in 2019 to 58.3% in 2024 and the average math KPREP proficiency score from 12.4% in 2019 to 56.2% in 2024. Increase the average reading KPREP proficiency score for English Learner students from 14.1% in 2019 to 57.13% in 2024 and the average math KPREP proficiency score from 13.1% in 2019 to 56.6% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 24.9% of Third, Fourth, Fifth and Sixth grade African American students will demonstrate proficiency on the 2021 KPREP assessment in Reading by 12/31/2021 as measured by the reading scores on the 2021 KPREP assessment.	KCWP4: Review, analyze and apply data to make instructional decisions.	Ensure item analysis methods by ethnicity and English Learner status are occurring after each content area assessment is administered to evaluate instructional effectiveness and determine/make needed instructional adjustments.	Summative Assessment Data Analysis forms monitored		None
Objective 2: 22.7% of Third, Fourth, Fifth and Sixth grade English Learner students will demonstrate proficiency on the 2021 KPREP assessment in Reading by 12/31/2020 as measured by the reading scores on the 2021 KPREP assessment.	KCWP2: Ensure that the curriculum program is intentional and the highest quality.	Curriculum programs, literacy and mathematics, chosen in regards to standards alignment and rigorous materials provided.	Lesson plans monitored and instructional walk-throughs completed	Purchase of teacher materials along with sets of books for student use.	Title I - \$10,000
	KCWP5: Design, Align and Deliver Support	Instructional strategies and research-based methods are chosen to increase student engagement and learning	PD Lesson Plans Walkthroughs Staff Development Book studies	PD reflections PLC agendas Walkthrough forms Teacher work samples Book Study reflections	Title II: \$5000
Objective 3: 1.2% of Third, Fourth, Fifth and Sixth grade African American students will demonstrate proficiency on the 2021 KPREP assessment in Mathematics by 12/31/2020 as measured by the mathematics scores on the 2021 KPREP assessment.	KCWP2: Ensure that the blended learning programs are implemented effectively and with fidelity.	Blended learning programs will be implemented to provide students individualized instruction to allow for differentiation.	Reports from blended learning programs monitored.	Purchase of online programs for use in blended learning.	School - \$25,000 District

Objective 4: 21.8% of Third, Fourth, Fifth and Sixth grade English Learner students will demonstrate proficiency on the 2021 KPREP assessment in Mathematics by 12/31/2020 as measured by the mathematics scores on the 2021 KPREP assessment.	KCWP5: Ensure that data teaming methodologies are implemented; included collection and charting of data, analysis of strengths and obstacles to student learning, creation of SMART goals for improvement, and development of a method of quality assurance monitoring.	Student data will be analyzed from universal screeners and diagnostic assessments. Data will be utilized to create SMART goals and WIGS for both content areas and individual student growth.	Fidelity check sheets completed by teachers, reports from screeners and assessments, WIG goal sheets, student leadership notebooks, instructional walkthroughs	Content Level PLC minutes, School Leadership team walkthroughs, Student leadership notebooks	None
		Collaborative effort with district content and EL coaches- support with specific instructional strategies and focus	PLCs schedule	PLC minutes, walkthroughs	Title II



#### 4: Growth

Goal 4 (State your growth goal.): Increase our indicator score for growth of 70.8 in 2019 to 77.9 by 2024 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the KPREP Reading growth score from 72.4 in 2019 to 73.8 on the 2021 KPREP Reading assessment.	KWCP 5: Implement data teaming methodologies.	Collect and chart data	STAR growth board		School - \$1000
		Create SMART goals for improvement	Teacher and School WIGs		None
Objective 2: Increase the KPREP Mathematics growth score from 69.1 in 2019 to 70.5 on the 2021 KPREP Mathematics assessment.	KWCP 5: Implement data teaming methodologies.	Analyze strengths and obstacles to student learning	Data tracking forms		None
		Develop and implement a method of quality assurance monitoring	Notes from walk-throughs (informal classroom observations with feedback)		None

7: Other (Optional)

Goal 7 (State your separate goal.): Warren Elementary will improve school climate and culture by decreasing office referral data by 50% (2018-2019 307) as measured by PBIS SWIS data by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Warren Elementary will improve school climate and culture as measured by office referral data. Average office referral data will decrease by 10% (277 referrals) by 2021 as measured by PBIS Swis Data.</p>	<p>WCPS will <b>Review, Analyze, apply Data Results</b> to ensure teachers use data to determine students’ needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).</p>	<p>Build Social and Emotional Learning opportunities for our students – maintain one teacher/counselor collaborative partnership per elementary school using Second Steps</p>	<p>Walkthroughs Accountability checks Collaborative plans</p>		
		<p>Build educators’ tool boxes for teaching prosocial and pro-academic behaviors (classroom management skills) through coaching, having school PLCs on behavior including behavior needs on PLC agendas and by using SWIS and other grade level data to answer 4 essential questions</p>	<p>PLC agendas Faculty meetings agendas Lesson plans SWIS data</p>		
	<p>WCPS will <b>Design and Deliver Instruction</b> to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the standard/learning target.</p>	<p>Provide training and continued support on trauma-informed practices through school and district behavior coaches. Address and support equity in discipline and intervention practices – through coaching conversations, admin meetings, implicit bias trainings, and continue work on elementary behavior matrix</p>	<p>PD calendar/schedule Faculty meeting agendas PLC agendas</p>		
		<p>Address and support equity in discipline and intervention practices – through coaching conversations, admin meetings, implicit bias trainings, book studies, and continue work on elementary behavior matrix</p>	<p>PLC agendas Lesson plans Small group intervention plans and schedules PBIS agendas</p>		<p>Title II monies for book studies</p>

	Student leadership evidence-based practices will be implemented to meet the instructional and social needs of students.	PD Schedule Lesson plans Faculty meeting agendas Master schedule Faculty Meeting/Staff development book studies		
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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:

**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.	<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:**

Blank response area for describing the process used to review the learning culture and any additional actions determined to address the causes of underperformance.

## 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
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