

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, 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 measures 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.): Lost River Elementary School will increase the proficiency of students in Reading from 48% to 58.4% and math from 32% to 45.6% by 2024 as measured by the 2024 State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Lost River Elementary will increase the percent of elementary students P/D in reading from 26.7% to 34.6 % by 2022 as measured by state assessments.	Lost River will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.	Teachers participate in district-wide PLCs throughout the school year, PLCs meet once a week to analyze data, growth and strategies. Team meetings with Instructional Coach to happen monthly at minimum, co-teaching and collaboration with Instructional Coach, Instructional Rounds with district personnel, Book Studies to increase knowledge based for instruction.	STAR reading, formative assessment data PLC minutes Team meeting minutes with Instructional Coach Instructional Rounds data	STAR- periodically through May 2022 Formative assessment daily throughout school the year. HMH data.	District Funding, Title II, ESSER
	Lost River will Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.	On-going coaching from Instructional Coach in implementation of HMH curriculum.	Program assessments and progress growth data	Ongoing August, 2021-May 2022	Title 1 ESSER
		District-wide PLCs for all teachers, ECCs, and Instructional Coaches throughout the school year to collaborate on implementation of HMH curriculum.	Program Assessments and progress growth data	Ongoing August, 2021-May 2022	Title 1 ESSER
	Lost River will Design, Align, Deliver Support Processes to develop, monitor, and ensure effective systems are used to collect data points which inform modifications to curriculum and instructional practices.	STAR data is collected and analyzed by PLCs on an ongoing basis - three times a year for all K-6 students as a benchmark. STAR data is collected and analyzed by problem-solving teams for all students receiving Tier 2 or Tier 3 interventions. Teams set goals and adjust interventions as needed based on these data.	STAR Data PLC Minutes	Weekly through May 2022	District Funding

Objective 2: Lost River Elementary will increase the percent of elementary students P/D in <i>math</i> from 14.4% to 22.2% by 2022 as measured by state assessments.	Lost River will <u>Design and Deploy Standards</u> to ensure the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).	Implementation of HMH math curriculum with on-going coaching happening throughout the year.	STAR data, pacing guides, formative assessment data, PLC minutes	Ongoing through May, 2022	District Funding Title 2
	Lost River will <u>Design, Align, Deliver Support Processes</u> to develop, monitor, and ensure effective systems are used to collect data points which inform modification to curriculum and instructional practices.	STAR data is collected and analyzed by PLCs on an ongoing basis - three times a year for all K-6 students as a benchmark. STAR data is collected and analyzed by problem-solving teams for all students receiving Tier 2 or Tier 3 interventions. Teams set goals and adjust interventions as needed based on these data.	STAR data Progress Monitoring PLC Minutes Child Study Team Minutes	On going through May, 2022	District Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal) Lost River Elementary will increase the proficiency of students in Science from 16.7% to 33.4%, in Social Studies from 43.5% to 54.8%, and Writing from 58% to 66.4% by 2024 as measured by the 2024 State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Lost River Elementary will increase the percent of students P/D for science for elementary students from 16.7% to 20 % by 2022 as measured by state assessment.	Lost River Elementary will Design and Deliver Instruction to implement strategies and programs across the district and measure their effectiveness on student achievement.	Lost River elementary school in grades K-3 will implement the Handwriting without Tears and Building Writers instructional programs to increase the writing proficiency of students.	In program assessment	On going through May, 2022	District and Title 1
		Professional development in writing strategies and CBM progress monitoring training will be provided throughout the school year.	PLC minutes PD sign in sheets	PLC On going through May, 2022	Title 1 Title 2
Lost River Elementary will increase the percent of students P/D for writing for elementary students from 47.6% to 52.3% by 2022 as measured by state assessment.		Students at LRE attend the 212 Academy in 5th and 6th grades identified as gifted and talented and qualify through the application process. Students who attend this academy are exposed to STEM related instruction to help increase achievement in the area of science.	GT Progress Reports and GSSP	On going through May, 2022	District funds Title 1
Lost River Elementary will increase the percent of students P/D for social studies for elementary students from 43.5% to 45.7% by 2022 as measured by state assessment.		GT Resource Teacher will focus on Science and Social Studies related topics to enhance learning and opportunities.	GT Progress Reports and GSSP	On going through May, 2022	Title 1 GT Funds

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Lost River Elementary will increase the percentage of students scoring proficiency in reading for the English Language Student Group from 16.4% to 19.7%; in reading for Students with Disabilities from 16.7% to 20% by 2024 as measured by the 2024 State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Lost River Elementary will collaborate to increase the percentage of P/D elementary students in the area of reading for the following subgroups by 2022 as measured by state assessments. * English Learners (non-monitor) 9.7% to 12.2% * Students w/Disabilities 15.8% to 16.85%	Lost River will Design and Deliver instruction to implement strategies and programs within the school to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instruction and assessment needs of all students.	Students will participate in virtual Summer Literacy Academy- this 8-week academy is implemented to target the lower learners, SPED and EL population. Students are provided supplemental reading and writing instruction 4 days per week.	Student progress monitoring and assessment results provided by Summer Literacy Academy	STAR Data three times a year	District
		School-wide book studies are implemented to increase teaching strategies: <u>Powerful Task Design</u>	PLC minutes	Weekly: PLC	Title 2
		Instructional Coaches partner with school-building leadership to perform walk-throughs and provide building-level support.	Walk through instrument, feedback forms	Weekly	District
		Resource teachers and regular classroom teachers attend co-teaching pd and implement strategies with coaching.	Walk through instrument, PLC minutes	Weekly	Title 1 Title 2
		District-wide PLCs will take place throughout the school year to assist ESL and resource teachers to collaborate with colleagues to refine teaching strategies and analyze data.	PLC feedback from district PLC days	On-going throughout the school year as district assigns days	
Objective 2: Lost River Elementary will improve school climate and culture as measured by office referral data.	Lost River will Review, Analyze, apply Data Results to ensure teachers use data to determine students' needs (e.g., movement through the	Build Social and Emotional Learning opportunities for our students – maintain one teacher/counselor collaborative	PLC notes IC Data	PBIS monitoring Classroom observations On -going through May, 2022	Title 1 District

<p>2018-19 Data Elementary: 104 Referrals</p> <p>Goals for 2021-2022 Elementary: 90 referrals</p>	<p>tiers of intervention, grouping/regrouping, teacher placement, scheduling).</p>	<p>partnership per elementary school using Second Step</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 Tableau and other grade level data</p>	<p>PLC notes Tableau data</p>	<p>Classroom observations on going through May, 2022</p>	<p>Title 1 District</p>
	<p>Lost River will Design and Deliver Instruction 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 support on social emotional learning, including but not limited to restorative practices, PBIS, and trauma informed practices.</p>	<p>PLC</p>	<p>On-going through, May, 2022</p>	<p>District Title 1 Title 2</p>
		<p>Lost River Staff will provide support for at risk males and females through a small group setting.</p>	<p>Boys to Men group Leading Ladies group</p>	<p>Student data, on-going through May 2022</p>	<p>Title 1 FRC</p>
		<p>Addition of second school counselor to assist in behavior intervention, whole-group and small group teaching of SEL strategies and behavior management strategies. Increased availability of counselor assistance with behaviors and trauma.</p>	<p>Counselor scheduling, intervention data, implementation of small group instruction and behavior interventions</p>	<p>Student data, on-going through May 2022</p>	<p>Title I ESSER funds</p>

4: Growth

Goal 4 (State your growth goal.): Lost River Elementary will increase the Indicator score for growth from 57.2% to 62.9% by 2024 as measured by the 2024 State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Lost River Elementary will increase the indicator score for GROWTH for elementary students from 57.2% to 58.3% by 2022 as measured by KREP state assessments.	Lost River will Establish Learning Culture and Environment to ensure Core instruction and tiered interventions at the Elementary based on multiple data points (STAR, state accountability system, etc.), students will be placed in varied learning environments to address individual needs.	School-based problem-solving teams will utilize multiple data points to determine individual student needs and instructional strategies.	Child Study Team Meetings	Child Study Team Meeting conference summaries STAR Data of individual students on going through May, 2022	Title 1 District
		Schools will provide evidence/ research-based tiered interventions to promote differentiation of instruction aligned to meet individual student needs. Tier 2 and 3 programs provided are Leveled Literacy Intervention, Do the Math, Reading Rockets, Ladders to Success, Rewards Writing, Corrective Reading, Reading Mastery.	Leveled Literacy Interventions program assessments Do the Math program assessments CBM progress monitoring for reading and writing Reading Mastery and Corrective Reading data	STAR data ongoing through May, 2022 Child Study Team notes	Title 1 District

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					

7: Other (Optional)

Goal 7 (State your separate goal.): Continue implementation of core strategies along with PBIS to support the social emotional learning of students, thus decreasing office referrals.					
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:

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:

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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