

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on prioritizing, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan 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 (e.g., *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 related 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 responsibilities for 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.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle school proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<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 to assess the implementation of the plan, the results of improvement, and effectiveness of the plan. Should include time responsible individuals. Progress monitoring that plans are being implemented and an opportunity to determine what is working.</p>

Objective	Strategy	Activities	Measure of Success
Objective 1: By Spring 2020, the percent of students scoring Proficient/Distinguished in reading will move from 56.3% in Spring 2019 to 61.3% in Spring of 2020	KCWP 1: Design and Deploy Standards	Grade level curriculum documents developed to align standards and instruction	Curriculum Documents per grade level
		Jan Richardson Guided Reading program implemented grades K-5	Lesson Plans & Class Observations
		Committee work around Marzano's High Reliability Schools Level 2 with an emphasis on high yield strategies	Committee minutes
		Thinking Maps will be used for instruction in all grades K-5	Classroom Observations and Lesson Plans
	KCWP 2: Design and Deliver Instruction	Daily 5 structure being implemented –differentiation through small groups/individual/activities with an emphasis on non-fiction reading/texts	Lesson plans
		Ready Common Core resources used for instruction grades 3-5th	Materials being used & documented in Lesson plans
		Reading Intervention from Title I	Master Schedule
		Bi-Weekly meetings with classroom teachers to discuss student progress and specific needs	Bi-weekly meetings at each grade level
		Compass Learning	Master Schedule
		Use of ESS funds for Instructional assistant to enhance interventions for K-1	
		Grade level Vocabulary Plans embedded in curriculum documents	Grade level plans shared and utilized
		Reading Intervention using Jan Richardson in 2 nd Grade with a certified teacher.	Intervention students showing growth
		Words Their Way grades K-5	Lesson plans
		Read to students daily to stimulate vocabulary development	Lessons show time for read-aloud
	KCWP 6: Establishing Learning Culture and Environment	Students who have non- academic struggles receive food, supplies, support and assistance to reduce barriers from FRYSC	Barriers eliminated or minimized for students
		Expand classroom libraries in fiction and non-fiction texts	More classroom library options
		Supporting and Structuring Peer Classroom Visits	Scheduled days for peer observation

Objective	Strategy	Activities	Measure of Success

Objective	Strategy	Activities	Measure of Success
<p>Objective 1: Proficiency Math:</p> <p>By the Spring of 2020, the percent of students scoring P/D in math will move from 43.7% in Spring 2019 to 48.7% in the spring of 2020</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Alignment of Math Standards</p>	<p>Math Standards Document at all levels</p>
		<p>Bridges Math Assessments implemented in K-5</p>	<p>Lesson Plans reflect Bridges</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Daily 3 strategies – Individual and small group differentiation</p>	<p>Lesson Plans show individual and small grouping</p>
		<p>Math support with certified teacher in Grade 2</p>	<p>Extra adult in math classroom to assist with strategies and skill acquisition</p>
		<p>Substitute provided for Bridges PLC with South Hancock teachers</p>	
		<p>Compass Learning/Zearn online math program</p>	<p>Master Schedule reflects computer lab twice a week</p>
		<p>Bridges Intervention Kits implemented in Grades K-5</p>	<p>Kits are being implemented into class instruction</p>

!: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): **Science: By Spring 2022, the percent of students scoring Proficient/Distinguished in Science according to the Science Academic Indicator will be 37.7%**

Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: Science By Spring of 2020, the percent of students scoring Prof/Dist in Science will move from 31.8% in Spring 2019, to a 36.8% in Spring 2020	KCWP 2: Design and Deliver Instruction	Align standards and instruction through grade level curriculum documents	Curric Documents will reflect grade alignment	All Teachers
		Nonfiction Texts embedded in all content areas	Lesson plans-include non-fiction texts	All Teachers

Goal 2 (State your separate academic indicator goal.): **On-Demand: By Spring 2020, the percent of students scoring Proficient/Distinguished in On Demand will be 77.1%**

Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: On-Demand By the Spring of 2020 the percent of students scoring Prof/Distinguished in On Demand will move from 62.1% in Spring 2019 to 67.1% in the spring of 2020	KCWP 2: Design and Deliver Instruction	Writing and Word Work in Daily 5 K-5th	Lesson plans & improved word strategies	All Students
		Modeled writing K-5	Lesson plans & improved writing skills as measured by KPREP	All Students
		Grade level vocabulary plans	Vocabulary Plans w/ Administration	All Grades
		Implementation of Patterns of Power K-5	Lesson plans & kids improved ability to work with word patterns	All Students

		Embedded in San Richardson Guided Reader Reading	with rug and writing as expressed through lesson plans	

Goal 2 (State your separate academic indicator goal.): **Social Studies: By Spring of 2022, the percent of students scoring Proficient/Distinguished in Social assessment will be 51.9%**

Objective	Strategy	Activities	Measure of Success	Prog
Objective 1: Social Studies: By the spring of 2020, the percent of students scoring Proficient/Distinguished in SS according to the state assessment will move from 36.9% to 41.9%	KCWP 2: Design and Deliver Instruction	Align standards and instruction through grade level curriculum documents	Grade level curriculum documents	All St
		Teaching S.S through small groups	Lesson plans & differentiation that will lead to more appropriate leveled instruction	All St
		Project Based Learning/ SOLE	Students ability to think through problems will improve	All St
		Nonfiction Texts embedded in all content areas	Students will use non-fiction texts to understand world perspectives	Anita Teach

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Achievement Gap Special Education in Reading and Math: By Spring 2022, the percent of special education students Proficient/Distinguished in Reading according to the State Assessment, will be 51.6% and in Math will be 32.1%

Objective	Strategy	Activities	Measure of Success
<p>Objective 1: Achievement Gap: Special Education: By Spring of 2020, the percent of students scoring Proficient/Distinguished in Reading will move from 36.6% in Spring 2019 to 41.6%, and in math will move from 12.1% to 22.1% in the spring of 2020</p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<p>Jan Richardson Guided Modeled Reading Implemented Grades K-5</p>	<p>Students will show growth in the area of reading on KPREP tests</p>
		<p>Implementation of Patterns of Power in grades K-5 to support writing and reading instruction</p>	<p>KPREP scores will reflect growth in reading and writing subject areas</p>
		<p>Read Aloud daily Gr K-5</p>	<p>Lesson plans</p>
		<p>Intentional Vocabulary Instruction K-5</p>	<p>Students will show growth in all areas of KPREP from intentional vocab instruction</p>
		<p>Daily 3 format to allow for differentiation</p>	<p>Lesson Plans & individual growth will be reflected in KPREP</p>
		<p>Use of Number Corners daily in Math K-5</p>	<p>Students will show an increase in KPREP and MAP scores in math</p>
		<p>Bridges in Math K-5</p>	<p>Students will show increased attainment of academic skills in math</p>
		<p>Daily/Weekly use of math manipulatives</p>	<p>Use of manipulative will assist students in acquisition of success skills in math</p>
<p>RTI process will be utilized to provide interventions that will assist students in gaining Math skills.</p>	<p>Struggling students will show growth on</p>		

Proficient/Distinguished in reading according to the State Assessment, will be 51.0% and in math will be 52.1%

Objective	Strategy	Activities	Measure of Success

Goal 3 (State your achievement gap goal.): Achievement Gap Socio-Economically Disadvantaged: By spring 2022, the percent of students scoring Proficient/Distinguished in reading will be 56.3% and in math will be 46.5%, according to the State Assessment

Objective	Strategy	Activities	Measure of Success	
Objective 1: Achievement Gap Socio-Economically Disadvantaged: By Spring 2020, the percent of students scoring Proficient/Distinguished in reading will move from a 41.3% in Spring 2019 to a 46.3% and from a 31.5% in math Spring 2019 to a 36.5% in the spring of 2020	KCWP 2: Design and Deliver Instruction	Ready Common Core Grades 3-5	Gap students will show growth on KPREP in reading and math	Al
		Family Resource will work with families and students in Gap Groups to identify and reduce barriers to learning and achievement.	Gap students will have increased attendance which will result in growth on state assessments	La Sc
		Thinking Maps will be utilized in Grades K-5	Students will be able to demonstrate learning in a variety of ways	Al
		Use of Antonetti/Marzano work to implement Best Practices	Administrator learning visits, walk-throughs	Al
		Bridges Intervention Math Kits K-5	Lesson plans, administrator visits	Al

Goal 4 (State your growth goal.): Growth Rating: By the spring of 2022 NHES will improve it's Growth Rating from 57.7% medium to a 72.7% Very High

Objective	Strategy	Activities	Measure of Success	Prog
<p>Objective 1: Growth Rating By the Spring of 2020 NHES will improve it's Growth Rating from a 57.7% to a 62.7% High</p>	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data 	Track student data with RTI, MAP, Scholastic Reading Inventories	Bi-weekly team meetings will reflect discussion of student data	All St
		All Students Grades K-5 receive core instruction with Jan Richardson Guided Reading and Bridges in Math	Lesson plans and classroom visits	All St
		Differentiated grouping by need with real time data such as running records, formative assessments and inventories	Lesson plans, running records, inventory results	All St
		Differentiated instructional practices- implementing Antonetti and Marzano research as a basis for planning and instruction	Classroom visits	All St
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	RTI process will be used to assist students in achieving growth for low novice students in reading and math	Students will receive supports to assist in growth in areas of reading and math	All St
		ESS Funds will be used to fund K-1 aide to work with students to achieve proficiency	Students will have smaller class size which increases proficiency	
		SBDM funds will be used to provide targeted interventions in grade 2 in reading and math	Students will receive interventions	
		All K-5 students will have differentiated vocabulary instruction through Words Their Way	Lesson plans will reflect Words their Way	All St
		SBDM funds will be used to assist struggling students through homework mentorship	Students will uses morning homework help to increase skills	Sanc

Objective	Strategy	Activities	Measure of Success	Prog

Goal 5 (State your transition readiness goal.):

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

Goal 6 (State your graduation rate goal.):

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

Goal 7 (State your separate goal.): By 2021, NHES will implement all parts of Positive Behavioral Interventions and Supports (PBIS)

Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: By Spring 2020, the school PBIS team will be trained	KCWP 6: Establishing Learning Culture and Environment	Receive training in research-based Positive Behavioral Interventions and Supports	School team formed and trained in PBIS	School
		Create written procedures for expected behavior	Written procedures and expected behaviors shared with staff	School
		Develop positive recognitions and celebrations	Student recognitions will take place during Morning Assembly	School
	KCWP 5: Design, Align and Deliver Support	Provide professional development to staff to teach positive, proactive, instructional strategies	PD with staff will lead to implementation of written procedures and expected behaviors	PBIS Team Staff
Objective 2				

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 the 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 increase in performance 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 in relation 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 practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Add additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.

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 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 school audit. A CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance 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 plan, (3) a list of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement efforts. The aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be 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 and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP or Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence of interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of 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 ["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 activities.

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.