

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.):By 2022 the Proficiency Indicator for Morningside Elementary School will increase from 75.1 to 77.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, the increase in Reading Proficient/Distinguished percentages for ALL students will increase from 62.7 to 64.4	KCWP 2: Design and Deliver Instruction	Development and implementation of "Station Teaching" in core reading and math	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Strategic use of staff to support RTL novice reduction and station teaching through push-in model of Instructional Assistants	Master Schedule		
	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Math/ELA/RTL committee documents		
Objective 2 By 2020 the increase in Math Proficient/Distinguished percentage for ALL students will increase from 54.5 to 56.6	KCWP 2: Design and Deliver Instruction	Development and implementation of "Station Teaching" in core reading and math	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Strategic use of staff to support RTL novice reduction and station teaching through push-in model of Instructional Assistants	Master Schedule		
	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	Analysis of STAR 360 data, formative assessment, and KPREP data		

		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Math/ELA/RTL committee documents		
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):By 2022, the Separate Academic Indicator for Morningside Elementary School will increase from 69.4 to 72.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, the increase in Science Proficient/Distinguished percentages for ALL students will increase 44.6 to 47.1	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	formative assessment, and KPREP data		
		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Social Studies/ Science/PTLW committee documents		
Objective 2 By 2020, the increase in Writing Proficient/Distinguished percentages for ALL students will increase 52.8 to 54.9	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	formative assessment, and KPREP data		
		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Math/ELA/PLTW committee documents		
		“Café Writing” program. Monthly whole grade-level writing instruction			
By 2020, the increase in Social Studies Proficient/Distinguished percentages for ALL students will increase from 56.6 to 58.6	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	formative assessment, and KPREP data		
		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Social Studies/ Science/PTLW committee documents		

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2025 , the Reading and Math achievement gap between each demographic group and it's applicable reference group will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for Special Education students; 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for African American and Free/Reduced students					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, the percentage of Special Education students scoring Novice in the subjects of Reading and Math will decrease as follows. Reading: (-4.42) 42.1 to 37.7 Math: (-5.48)) 47.4 to 41.92	KCWP 2: Design and Deliver Instruction	Development and implementation of "Station Teaching" in core reading and math	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Strategic use of staff to support RTL novice reduction and station teaching through push-in model of Instruction Assistants	Master schedule		
Objective 2 By 2020, the percentage of Economically Disadvantaged students scoring Novice in the subjects of Reading and Math will decrease as follows. Reading: (-2.06) From 30.3 to 28.24 Math: (-2.22) from 28.88	KCWP 4: Review, Analyze and Apply Data	Implementation of Kagan Cooperative learning strategies	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Develop a system within RTL for identifying and monitoring 3rd-5th grade students that are not on grade level in reading and math	"watch list" developed and shared on google documents		
Objective 3 By 2020, the percentage of African American students scoring Novice in the subjects of Reading and Math will decrease as follows. Reading: (-2.88) from 34.4 to 31.52 Math: (-4.76) from 43.8 to 39.04	KCWP 6: Establishing Learning Culture and Environment	Use of the classroom DOJO program to establish better communication with parents and families	Analysis of Dojo weely and monthly reports		

		Revision of family nights to encourage increased participation among families	Analysis of parent sign-in at events		
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4: Growth

Goal 4 (State your growth goal.):By 2022, the Growth Indicator for Morningside Elementary School will increase from 52.5 to 55.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, the increase in Reading Proficient/Distinguished percentages for ALL students will increase from 62.7 to 64.4	KCWP 2: Design and Deliver Instruction	Development and implementation of "Station Teaching" in core reading and math	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Strategic use of staff to support RTL novice reduction and station teaching through push-in model of Instruction Assistants	Master Schedule		
	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Math/ELA/RTL committee documents		
Objective 2 By 2020 the increase in Math Proficiency/Distinguished percentage for ALL students will increase from 54.5 to 56.6	KCWP 2: Design and Deliver Instruction	Development and implementation of "Station Teaching" in core reading and math	Analysis of STAR 360 data, formative assessment, and KPREP data		
		Strategic use of staff to support RTL novice reduction and station teaching through push-in model of Instruction Assistants	Master Schedule		
	KCWP 2: Design and Deliver Instruction	Implementation of Kagan Cooperative learning strategies	Analysis of STAR 360 data, formative assessment, and KPREP data		

		Establishing a process to identify and implement an <u>Essential Vocabulary Curricula</u> that occur intentionally on a daily basis	Math/ELA/RTL committee documents		
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5: Transition Readiness

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

6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A

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

7: Other (Optional)

Goal 7 (State your separate 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:

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
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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