

# 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.

1. Proficiency Goal

Goal 1: To increase the proficiency rate of students in Reading and Math as follows: Reading- (3rd-5th) from 48.5% in 2020 to 74.3% by June of 2030 Math- (3rd-5th) from 44.1% in 2020 to 72% by 2030					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve the % of students at proficiency in Reading from 48.5% based on 18-19 KPREP data to 55.3% by June 2021.	KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all of the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy	KCWP 4: Develop a progress monitoring system based on Equipped for Reading (K-1) to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for monitoring student achievement progress by learning targets.	Spring 2021 KPREP scores  If KPREP scores are not available, PAST assessment data, administered three times during the year will be used to measure success.	PAST assessment data, administered three times during the year  Data tracking tool, updated monthly, to compare formative and summative data, using PAST, Running Records, DRA and MAP data for analysis	School funding- Equipped for Reading book - 4 additional copies/\$250  Heggerty Phonemic Awareness- 4 copies/\$350  Title II- Equipped for Reading PD- TBD

	<p>KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement vocabulary instruction and a system is in place to ensure students take responsibility for their own learning.</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies through a focus <i>Teaching Basic, Advanced, and Academic Vocabulary</i> by Robert J. Marzano. Phase 1 will include 2-3 teachers, phase 2 will include 2-5th, related arts and special area teachers.</p>	<p>Spring MAP 2021 Vocabulary/ Reading Assessment</p>	<p>Baseline Data tracked through initial assessment and again in May</p> <p>Data tracking tool, updated monthly to analyze student growth</p> <p>Professional development based on implementation and data tracking</p>	<p>School Funding- <i>Teaching Basic, Advanced, and Academic Vocabulary</i> by Robert J. Marzano, 12 copies/\$500</p> <p>Stipend- two staff to lead PD</p>
<p>Objective 2: Improve the % of students at proficiency in Math from 44.1% based on 18-19 KPREP data to 50.7 by June 2021.</p>	<p>KCWP 2: Design and deliver instruction that ensures teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through customized professional development</p>	<p>Spring 2021 KPREP Scores</p>	<p>PLC minutes and walk through documents will show K-2 teachers implementing strategies based on decoding part-whole relationships and how to best model the situation through concrete, pictorial, and symbolic representations. In</p>	<p>Title II grant- \$6,300 for 2 days, 2 facilitators for K-2 and 3-5</p>

intent of the learning target	with Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and solve multi-step problems.		grades 3-5, teachers will be implementing strategies modeling multiplication, division and multi-step problems.	
	KCWP 2: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students through Eureka Equip.	Spring 2021 KPREP Scores	Pre Module assessments, given prior to each unit, to identify a student's last point of success with the curriculum. Supporting lessons and fluency activities will be provided and monitored to help close those knowledge gaps, and pacing guidance to keep instruction on schedule.	Title II grant- \$625 for PD  \$3,500 Eureka Equip assessment for all 2-5 students
	KCWP 2: Implement formal and informal processes with Simple Solution math that teachers and students utilize to gather evidence to directly	Spring 2021 KPREP Scores	Grade level Simple Solutions will be administered weekly and data will be monitored regularly during PLC weekly meetings. Students will chart growth and establish goals.	Funding Source: TBD  \$6500

		improve the learning of students assessed.			
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2. Separate Academic Indicator

Goal 2: To increase the proficiency rate of students in Social Studies from 45.6% in 2019 to 73% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Improve the % of students at proficiency in Social Studies from 45.6% in 2019 to 50.6% by June 2021.	KCWP 1: Design and Deploy Standards in Social Studies: assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	KCWP1: Increase collaboration in deconstructing standards and developing congruent learning targets. K - 5 Teachers participate in 6 hour Social Studies Standards Curriculum Roll-Out Professional Development.	2021 KPREP Scores  If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.	PLC agendas showing the focus and timeframe of the curricular work.	No Funding Required

		<p>KCWP: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at Social Studies standards mastery: Design curriculum maps, pacing guides and revise Social Studies units of study</p>	<p>2022 KPREP Scores</p> <p>If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.</p>	<p>Curriculum design and planning professional development during the summer of 2021</p>	<p>No Funding Required</p>
<p>Objective 2: Reduce the % of students scoring novice in Social Studies from 16.2 in 2019 to 14.2% by June 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all of the data (e.g., formative, summative, and interim assessment data) in order to determine priorities for individual student</p>	<p>KCWP 4: Develop a progress monitoring system based on new social studies standards to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for</p>	<p>2022 KPREP Scores</p> <p>If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.</p>	<p>Summative Assessment data, administered at the end of each unit of study</p> <p>PLC data tracking tool, updated monthly, to compare formative and summative data</p>	<p>No Funding Required</p>

success in social studies.	monitoring student achievement progress by learning targets.			
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3. Achievement Gap Base this on your 19/20 KPREP data. This should also connect to the Achievement Gap Diagnostic you already completed.

<p>Goal 3: To close the achievement gap of English Language Learners in reading and students of poverty in math according to KPREP 2030.</p> <table border="1"> <thead> <tr> <th rowspan="2">% P/D</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>From</th> <th>To</th> <th>From</th> <th>To</th> </tr> </thead> <tbody> <tr> <td>EL/Monitored</td> <td>28.6</td> <td>64.3</td> <td>---</td> <td>---</td> </tr> <tr> <td>Poverty</td> <td>---</td> <td>---</td> <td>22.9</td> <td>61.2</td> </tr> </tbody> </table>						% P/D	Reading		Math		From	To	From	To	EL/Monitored	28.6	64.3	---	---	Poverty	---	---	22.9	61.2
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																			
Objective 1: Reduce the achievement gap between English Language Learners and non-EL students in reading from 23.5 in 2019 to 15 by 2021.	KCWP 5: Design, Align, Deliver Support Processes - A system is in place to monitor student data regularly and to ensure a continuous improvement model	KCWP 5: Design, Align, Deliver Support Processes - Practice: Identify curricular modifications needs using pre-assessment strategies, and use of data results to frontload concepts where high levels of below	KPREP / Spring MAP 2021 & Summative Reading Assessments	Data tracking tool, updated monthly to analyze student growth	No Funding Required																			

	that monitors what is working.	proficient skills are identified. Identify and monitor during PLC data conversations, students who are performing below proficiency.			
	KCWP 2: Design and Deliver - Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom.	KCWP 2: Design and Deliver - Systems of collaboration are in place in order to meet the Tier I. English Language Co-teacher collaborates with general education teachers in the area of reading based <u>Co-Teach!</u> By Marilyn Friend	KPREP / Spring MAP 2021 & Summative Reading Assessments	Co-teach walk through data will be used to evaluate the use of co-teaching strategies from summer 2020 professional development.	No Funding Required
Objective 2: Increase MAP math conditional growth for students of poverty from 35%ile (Fall 2020) to 64%ile (Spring 2021).	KCWP 5: Ensure appropriate academic interventions are in place to meet the needs of all students and data points inform modification to curriculum and	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet	Math MAP 2021 KPREP 2022	PLC minutes and walk through documents will show 2 - 5 teachers using strategies & Eureka tools to fill student gaps in understanding and correct	Title II grant-\$625 for PD

	<p>instructional practices.</p>	<p>mastery through customized professional development with Eureka Math Equipped (EME) - adaptive diagnostic assessment. Teachers will learn how to support grade-level work with students by leveraging <i>Eureka Math</i> products to navigate gaps and misconceptions for Grades 2–5 that have arisen from prior unfinished learning.</p>		<p>misconceptions (Math Clinics)</p>	
		<p>KCWP 5: Design, Align, Deliver Support Processes - Practice: Use data provided by EME adaptive diagnostic assessment to create membership and instructional focus for 2 - 5 grade math clinics. PLCs will dedicate 20 - 30 minute block of time each day for Math Clinics in which students receive an additional layer of</p>	<p>Math MAP 2021 KPREP 2022</p>	<p>EME produced student data and PLC minutes of discussion and use of data to form daily Math Clinics. Clinic time will be used to fill student gaps in understanding and correct misconceptions.</p>	<p>Title II grant-\$3,500 Eureka Equip assessment for all 2-5 students</p>

		support in the area of mathematics.			
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Goal 4: To increase the growth rate of students in reading and math (TOTAL) follows: from 60.4% to 2020 to 80.4% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve Total Growth rate of students in reading in K-3rd based on DRA National Norms from  K: 4  1st: 16  2nd: 28	KCWP 3: review, analyze and apply data so teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).	KCWP 4: Develop a tracking system for monitoring of student achievement progress by learning target and include an element that allows for student self-monitoring  (K-3 and Academy teachers)	Spring 2021 DRA	Monthly running record data updates and individualized student goal sheets	No funding required

3rd: 40		<p>Provide professional learning to Academy teaching staff to ensure they understand how to individualize their instruction based on their data results.</p> <p>(K-3 and Academy teachers)</p>	<p>Walk-through data</p> <p>Video lesson discussions</p> <p>Staff Reflective Survey</p>	<p>Professional development based on teacher need and embedded mentor classroom walk-throughs</p>	
<p>Objective 2: Improve Total Growth of students in math from 60.4% according to 2018-19 data to 63.4% by 2021.</p>	<p>KCWP 5: Ensure appropriate academic interventions are in place to meet the needs of all students and data points inform modification to curriculum and instructional practices.</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through customized professional development with Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and</p>	<p>Spring 2022 MAP scores based on conditional growth</p>	<p>PLC minutes and walk through documents will show K-2 teachers implementing strategies based on decoding part-whole relationships and how to best model the situation through concrete, pictorial, and symbolic representations. In grades 3-5, teachers will be implementing strategies modeling multiplication, division and multi-step problems.</p>	

	solve multi-step problems.			
KCWP 5: Data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning.	KCWP 5: Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures and utilize data wise questions to evaluate the current state of student progress. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	Spring 2022 MAP scores based on conditional growth	PLC minutes reflect identified students	Title I funds-\$45,000