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, Baldridge, 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**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):By May 2022, Madison Southern High School will increase the percentage of students scoring at or above proficiency in reading and math to 55% based on School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, MSHS will increase the percentage of students scoring at or above proficiency in reading and math from 49.5% to 52%	KCWP 1: Design and Deploy Standards. Learning targets are clear and concise for students. Systems are in place to readjust the curriculum to meet student needs based on assessment results.	Activity: Teachers will construct student friendly learning targets.		Administration and Teachers	PD, District
		Activity: Use summative evidence to inform what comes next for individual students and groups of students. Activity: Determine if assignments/activities/assessments reflect the learning targets.			
Objective 2: By May 2020, MSHS will increase the percentage of students with IEPs scoring at or above proficiency from 7.1% to 15% in reading and math.	KCWP 2: Design and Deliver Instruction. Teacher monitor's learning before, during and after instruction Appropriate, high-yield strategies are being used. Appropriate, high-yield strategies are being used.	Activity: Ensure formative assessment measures are within lesson planning practices for before/during/after instruction.			
		Activity: Develop assignments and activities that reflect the learning targets. Activity: Plan for and implement active student engagement strategies.			
	KCWP 4: Review, Analyze, and Apply Data. How do teachers use data to determine student needs? What system is in place for teachers to monitor student progress to know if mastery has been achieved?	Activity: Use PLC to ask data wise questions (What does the data tell us? What does the data not tell us? What are causes for celebration? Causes for concern? Next steps?)			
		Activity: Develop a tracking/progress monitoring system to monitor student mastery of standards. Activity: Ensure all assessments evolve from high-quality content standards.			

2: Separate Academic Indicator

Goal 2: By July 2022, Madison Southern High School will increase the number of students scoring Proficient/Distinguished in Science and Writing from 44.1% to 55.0%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2020, Madison Southern will decrease the percentage of students scoring apprentice in Science from 56.5% to 40%.	KCWP 1: Design and Deploy Standards. Learning targets are clear and concise for students. Systems are in place to readjust the curriculum to meet student needs based on assessment results.	Activity: Teachers will develop assignments and activities that reflect the learning targets.		Administration and Teachers	PD, District
		Activity: Teachers will construct and adjust curriculum to reflect new standards.			
	KCWP 4: Review, Analyze, and Apply Data. How do teachers use data to determine student needs? What system is in place for teachers to monitor student progress to know if mastery has been achieved? How is data used to provide interventions?	Activity: Students will examine previous work samples and look at examples to identify what made each score in the category they did.			
		Activity: Students will use various strategies to analyze graphs and data using a grade-level task guide.			
Objective 2: By May 2020, MSHS will decrease the number of economically disadvantaged students scoring novice and apprentice on the writing assessment from 49.7% to 40%.	KCWP 5: Design, Align, and Deliver Support. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? How does school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Activity: Ensure more assignments involve a writing component.			
		Activity: Develop assignments and activities that reflect the learning targets.

Activity: Students will examine previous work samples and look at examples to identify what made each score in the category they did. | | | |

3: Achievement Gap

Goal 3: By July 2022, Madison Southern High School will decrease the number of students scoring novice on reading, math, and science state assessments.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, MSHS will decrease the number of gap students scoring novice on the reading state assessment from 50% to 45%.	KCWP 3: Design and Deliver Assessment Literacy. What processes are used by teachers to deconstruct standards to ensure learning targets are congruent to the standards and are the focus of instruction? What type of feedback is given to students on their progression of learning?	Activity: Determine if assignments/activities/assessments reflect the learning targets.		Administration and Teachers	PD, District
		Activity: Use summative evidence to inform what comes next for individual students and groups of students.			
	KCWP 5: Design, Align, and Deliver Support. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? How does school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Activity: Teachers will identify groups of students for individualized interventions during Academic Time.			
		Activity: Develop a clearly defined RTI program with monitoring checks.			
Objective 2: By May 2020, MSHS will decrease the number of gap students scoring novice on the math state assessment from 85% to 70%.	KCWP 5: Design, Align, and Deliver Support. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Activity: Teachers will identify groups of students for individualized interventions during Academic Time.			
		Activity: Ensure that grades effectively and accurately communicate student achievement.			

Goal 3: By July 2022, Madison Southern High School will decrease the number of students scoring novice on reading, math, and science state assessments.					
	How does school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school?				
	KCWP 2: Design and Deliver Instruction. Teacher monitors learning before, during and after instruction Appropriate, high-yield strategies are being used. Students know the criteria for success.	Activity: Evaluate the quality of test items, test tasks, and scoring rubrics.			
		Activity: Monitor benchmark data to provide targeted support for RTI and class interventions.			
Objective 3: By May 2020, MSHS will decrease the number of gap students scoring novice on the science state assessment from 45% to 40%.	KCWP 1: Design and Deploy Standards. Learning targets are clear and concise for students. Systems are in place to readjust the curriculum to meet student needs based on assessment results.	Activity: Develop assignments and activities that reflect the learning targets.			
		Activity: Evaluate the quality of test items, test tasks, and scoring rubrics.			
	KCWP 2: Design and Deliver Instruction. Teacher monitor's learning before, during and after instruction Appropriate, high-yield strategies are being used. Students know the criteria for success.	Activity: Teachers will develop grade-level task guides for student use.			
		Activity: Students will use various strategies to analyze graphs and data using a grade-level task guide.			

4: Growth

5: Transition Readiness

Goal 5: Madison Southern High School will review the new Student Guidelines for Transition Readiness and strive to reach 95% by 2022.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, 90% of the graduating class will be transition ready.	KCWP 5: Design, Align, and Deliver Support. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? How does school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Activity: Address non-academic barriers to learning.		Administration, Guidance Counselors, and Teachers.	PD, District, Perkins
		Activity: Ensure formative, interim, and summative assessment results are used to appropriately determine intervention needs.			
Objective 2: Scheduling will be intentional in making sure all students are enrolled in a career pathway.	KCWP 4: Review, Analyze, and Apply Data. How do teachers use data to determine student needs? What system is in place for teachers to monitor student progress to know if mastery has been achieved? How is data used to provide interventions?	Activity: Implement and commit to purposeful, monitored scheduling efforts.			
		Activity: Ensure and enact communication protocols are in place for parent/guardian communication of scheduling. Activity: Utilize student voice surveys to make sure pathways reflect student elective interests.			

6: Graduation Rate

Goal 6: By May 2022, Madison Southern High School will increase the graduation rate from 96.7% in 2016 to 97.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, MSHS will increase the graduation rate from 94.9% to 96.9%.	KCWP 4: Review, Analyze, and Apply Data. How do teachers use data to determine student needs? What system is in place for teachers to monitor student progress to know if mastery has been achieved? How is data used to provide interventions?	Activity: Use assessment data to help students assess and adjust their own learning.		Administration, Guidance Counselors, and Advisors	PD, District, Perkins
		Activity: Utilize Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for failure.			
		Activity: Develop a clearly defined RTI program with monitoring of progress.			
		Activity: Establish a protocol for communication with parents/guardians in the intervention support systems in place.			
Objective 2: By May 2019, MSHS will decrease the number of senior students who drop-out of high school at 18.	KCWP 6: Establishing a Learning Culture and Environment. How do behavior systems support an environment where everyone feels safe and wants to learn? What processes are in place to communicate with students and parents in order to address barriers to learning?	Activity: Ensure effective implementation of anti-bullying policies and procedures.			
		Activity: Monitor and reward good attendance. Activity: Encourage student opportunities for co-curricular and extra-curricular involvement.			

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:

MADISON SOUTHERN HIGH SCHOOL IS NOT A TSI SCHOOL

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:

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.