

# 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. Six</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 <b>measures</b> 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>

*Sigma, Shipley, Baldrige, etc.).*

**1: Proficiency Goal**

Goal 1 (State your proficiency goal.): *Silver Creek will increase the combined reading and math proficiency score from 74.3 to 80 in the 2019-2020 school year as measured by the KPREP assessment.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Silver Creek will improve reading proficiency for all students from 81.7 to 90.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Weekly Grade Level PLCs <ul style="list-style-type: none"> <li>Focus on breaking down standards, developing targets, reviewing assessments, and planning for quality instruction.</li> </ul>	-Staff Feedback -Student Progress on unit assessments, iReady, & F&P	PLCs- Weekly (Minutes & Agendas) Assessment Data - grade level & teacher data	n/a
		Common Planning Time <ul style="list-style-type: none"> <li>teachers meet with grade level teachers to design instruction</li> </ul>	-Staff Feedback -Administrative Walkthroughs	<ul style="list-style-type: none"> <li>Weekly PLC Feedback forms</li> <li>Weekly/Monthly Admin Walkthroughs</li> </ul>	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Monthly Staff Meetings/Vertical Planning <ul style="list-style-type: none"> <li>focus on analyzing student data and aligning instruction from 1st-5th grades.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Feedback</li> <li>Creation of assessment plans and curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>Monthly staff feedback form</li> <li>Administrative Walkthroughs to observe aligned instruction and provide feedback</li> </ul>	n/a
Objective 2 Silver Creek will improve math proficiency for all students from 63.9 to 80.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Adoption & training in MDC Innovation as part of Active Implementation	<ul style="list-style-type: none"> <li>Creation of BIT team</li> <li>Individual and group coaching via district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>OTISS and MDC walkthrough feedback</li> <li>Observations and Coaching sessions provided by district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>District provided math coach</li> </ul>
		Weekly Grade Level PLCs <ul style="list-style-type: none"> <li>Focus on breaking down standards, developing targets, reviewing assessments, and planning for quality instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Feedback</li> <li>-Student Progress on unit assessments, iReady, &amp; AVMR</li> </ul>	<ul style="list-style-type: none"> <li>Weekly PLC Feedback forms</li> <li>Weekly/Monthly Admin Walkthroughs</li> </ul>	n/a

	<ul style="list-style-type: none"> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Monthly Staff Meetings/Vertical Planning <ul style="list-style-type: none"> <li>- focus on analyzing student data and aligning instruction from 1st-5th grades.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Feedback</li> <li>- Creation of assessment plans and curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff feedback form</li> <li>- Administrative Walkthroughs to observe aligned instruction and provide feedback</li> </ul>	n/a

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>Silver Creek will increase the overall Science index (all students) from 67.6 to 70 as measured by the KRPEP assessment.</i>						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: <i>Silver Creek will increase the overall Science index (all students) from 67.6 to 70 as measured by the KRPEP assessment.</i>	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	- District provided science professional learning	<ul style="list-style-type: none"> <li>staff feedback</li> <li>observations by administration</li> </ul>	TCTs – November/ April Formative/Summative Assessment Administrative Walkthroughs	District Provided PD	
		- Professional Development on using CER in science	<ul style="list-style-type: none"> <li>staff feedback</li> <li>observations by administration</li> <li>lesson plans</li> </ul>	TCTs – November/ April Formative/Summative Assessment Administrative Walkthroughs	District Provided	
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	- Common Planning	<ul style="list-style-type: none"> <li>Improved intentional science instruction in all grades.</li> </ul>	TCTs – November/ April Formative/Summative Assessment Administrative Walkthroughs	n/a	
		- Assessment through TCTs	<ul style="list-style-type: none"> <li>improved student learning and capacity with using CER.</li> </ul>	TCTs – November/ April Formative/Summative Assessment Administrative Walkthroughs	n/a	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):Silver Creek will increase math proficiency scores for students with disabilities from 48.9 to 50 as measured by the KPREP assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: Silver Creek will increase math scores for students with disabilities from and index of 48.9 to an index of 50.	<ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul>	PLC Meetings- Special education staff work to identify SDI, curriculum needs, review data and collaborate.	<ul style="list-style-type: none"> <li>Staff Feedback</li> <li>IEPs</li> <li>Co- Teaching</li> <li>Improved student learning for all students receiving special services.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PLC Meeting notes &amp; agendas</li> <li>iReady &amp; Unit Assessment Data</li> <li>Administrative Walkthroughs</li> </ul>	n/a	
		Adoption & training in MDC Innovation as part of Active Implementation	<ul style="list-style-type: none"> <li>Creation of BIT team</li> <li>Individual and group coaching via district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>OTISS and MDC walkthrough feedback</li> <li>Observations and Coaching sessions provided by district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>District provided math coach</li> </ul>	
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	PLC Meetings- Special education staff work to identify SDI, curriculum needs, review data and collaborate.	<ul style="list-style-type: none"> <li>Staff Feedback</li> <li>IEPs</li> <li>Co- Teaching</li> <li>Improved student learning for all students receiving special services.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PLC Meeting notes &amp; agendas</li> <li>iReady &amp; Unit Assessment Data</li> <li>Administrative Walkthroughs</li> </ul>	n/a	
		Adoption & training in MDC Innovation as part of Active Implementation	<ul style="list-style-type: none"> <li>Creation of BIT team</li> <li>Individual and group coaching via district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>OTISS and MDC walkthrough feedback</li> <li>Observations and Coaching sessions provided by district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>District provided math coach</li> </ul>	

#### 4: Growth

Goal 4 (State your growth goal.): *To increase the overall combined reading and math growth indicator for free and reduced lunch students from 69.5 to 72.0 as measured by the KPREP assessment.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Silver Creek will increase the math growth score for free and reduced lunch students from 65.4 to 69.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	PLC Meetings- Math Focused PLCs with breaking down of standards, creation of assessments, and training in high yield instructional practices.	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	n/a
		Adoption & training in MDC Innovation as part of Active Implementation	<ul style="list-style-type: none"> <li>- Creation of BIT team</li> <li>- Individual and group coaching via district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>- OTISS and MDC walkthrough feedback</li> <li>- Observations and Coaching sessions provided by district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>• District provided math coach</li> </ul>
	<ul style="list-style-type: none"> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Assessment Tracking <ul style="list-style-type: none"> <li>- monitor common assessments, universal screeners and Standards Mastery to determine student growth.</li> </ul>	Admin Walkthroughs Instructional Rounds Standards Mastery Data iReady Growth	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	n/a
Objective 1: Silver Creek will increase the reading growth score for free and reduced lunch students from 73.6 to 75.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	PLC Meetings- Reading Focused PLCs with breaking down of standards, creation of assessments, and training in high yield instructional practices.	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Assessment Tracking <ul style="list-style-type: none"> <li>- monitor common assessments, universal screeners and Standards Mastery to determine student growth.</li> </ul>	Admin Walkthroughs Instructional Rounds Standards Mastery Data iReady Growth	Admin Walkthroughs Instructional Rounds Progress Monitoring Data iReady Growth	n/a





## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): *Silver Creek will increase the percentage of 5<sup>th</sup> grade students performing at or above level in mathematics from 29% to 60% as measured by the spring iReady assessment.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1; Silver Creek will increase the percentage of 5 <sup>th</sup> grade students performing at or above level on the iReady assessment as measured by the spring results.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.(Weekly PLCS)	Curriculum Maps Scope & Sequence PLC Minutes	Weekly PLC Meetings	n/a
		Adoption & training in MDC Innovation as part of Active Implementation	<ul style="list-style-type: none"> <li>- Creation of BIT team</li> <li>- Individual and group coaching via district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>- OTISS and MDC walkthrough feedback</li> <li>- Observations and Coaching sessions provided by district provided coach</li> </ul>	<ul style="list-style-type: none"> <li>• District provided math coach</li> </ul>
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. <ul style="list-style-type: none"> <li>• 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 standards mastery.</li> <li>• 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.</li> </ul>	Common Planning Lesson plans RTI Plans Observations	Weekly PLC Meetings Common Language PD- Ready Vertical Planning Meetings (Monthly) Administrative Walkthroughs	n/a
		<ul style="list-style-type: none"> <li>• Ensure that curricular delivery and assessment measures provide</li> </ul>	Common Planning Lesson plans RTI Plans	Weekly PLC Meetings Common Language PD- Ready	n/a

		<p>for all pertinent information needs for students.</p> <ul style="list-style-type: none"> <li>• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</li> <li>• Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</li> </ul>	<p>Observations PLC Minutes</p>	<p>Vertical Planning Meetings (Monthly) Administrative Walkthroughs</p>		

## 6: Graduation Rate

Goal 6 (State your graduation rate 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification Of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**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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		<input type="checkbox"/>
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		<input type="checkbox"/>

**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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