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.

Goal: **Goal 1:**					
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.

Goal 1: By 2022, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 31.75% to 55%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: FCES will increase the overall combined Reading and Mathematics Proficiency score by May 2020 as measured by the state assessment from 31.75% to 45%.	(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.	**1a. Pacing Guides/Curriculum Maps:** Teachers will review and refine Reading and Math curricula to identify gaps and make necessary adjustments to Pacing Guides/ Curriculum Maps.	All K-4 Curriculum Maps uploaded into shared Google Docs and teachers using them for classroom instruction; monitoring tool results and PLC notes.	Curriculum Maps reviewed and monitored each nine weeks by teachers and administrators evidenced by the Curriculum Map monitoring tool and PLC notes.	School Allocations
Objective 2: FCES will increase the Reading Proficiency score by May 2020 as measured by the state assessment from 32.9% to 45%.		**1b. Standards Based Report Card (K-2):** Teachers will review and revise standards based report card for Primary students.	K-2 Created Standards Based Report card aligned to KAS.	K-2 faculty review and revise KAS standards based report card during the 3rd Nine Weeks with approval from the school Advisory Team, Superintendent and BOE during the 4th Nine Weeks to be implemented in the 20-21 school year	School Allocations
Objective 3: FCES will increase the Math Proficiency score by May 2020 as measured by the state assessment from 30.6% to 45%.		**1c. Power Standards:** K-4 Teachers will identify reading, math and writing power standards for each grade level. They will then hold their students accountable to those standards for promotion to the next grade level.	Power standards for reading, math and writing created and monitored by teachers and administrators in data notebooks in K-4.	Individual and class progress monitor power standards data in which it is reviewed each nine weeks by teachers and administrators as evidenced by Power Standard monitoring tool and parent communication reports.	School Allocations FRYSC
	(KCWP 2) 2. Processes & protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards.	**2. Professional Learning Communities:** Teachers will use common planning to work collaboratively to focus on the following areas: Curriculum Alignment, Assignment Review Protocol, Assessment Protocol & Data Analysis Protocol.	Professional Learning Communities meet weekly as evidenced by agendas, minutes and use of protocols.	Teachers and administrators monitor and revise PLC meetings weekly using protocol tools and walk through data.	School Allocations
	(KCWP 2) 3. Job embedded professional development will	**3. Professional Development:** Teachers will attend and implement	Professional Development measured	Teachers and administrators will monitor PD during benchmark data	School Allocations Title I

Goal 1: By 2022, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 31.75% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	be provided to address Tier I instruction and assessments in order to meet the intent of the standards.	professional learning from the following PD sessions: PIMSER Math, Vocabulary Strategies and K- Elevate Conference w/ABC Bootcamp.	by PD attendance documentation, lesson plans, walkthroughs & AIMSWEB benchmark assessments.	analysis after each AIMSWEB administration and evaluate PD opportunities and needs in May of 2020.	Title II
	(KCWP 3) 4. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	**4a.Test Prep Strategies:** Teachers will utilize agreed upon test prep strategies. (i.e. RACE(R), Timed Tests, CUBES and Writing Organizers)	Teachers and administrators will review and analyze Learning Checks and assessments through PLCS (Assessment Protocol/Data Analysis Protocols).	Teachers and administrator will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	None
		4b. Learning Checks: 3rd and 4th grade teachers will utilize KPREP assessment format utilizing the KDE Blueprint and CASE test banks.	Teachers and administrators will review and analyze learning checks during PLC meetings and chart proficiency and growth.	Teachers and administrators review Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	School Allocations

Goal 2: FCES will increase the Separate Academic Indicator proficiency score in the area of science from 12.5% to 50% by 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: FCES will increase the proficiency score in the area of science by May 2020 as measured by the state assessment from 12.5% to 35%.	(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both science and social studies (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.	**1a. Pacing Guides/Curriculum Maps**: Teachers will develop Science and Social Studies curricula to identify gaps and make necessary adjustments to Pacing Guides/ Curriculum Maps.	K-4 Science and Social Studies curriculum maps will be developed and uploaded into Google Docs. Teachers will use them for classroom instruction and the monitoring tool results and PLC notes.	Curriculum Maps reviewed and monitored each nine weeks by teachers and administrators evidenced by the Curriculum Map monitoring tool and PLC notes.	None
		1b. Resources for Science: Teachers will research, review and implement science resources that align to NGSS. (i.e., Curriculum, Units, KDE TCTs, Simple Solutions & Science Experiment Materials)	Teachers will document resources in lesson plans and TCTs will be evaluated for learner effectiveness. Advisory Team, faculty review and administrators will select Science and Social Studies evidenced based curricula.	Resources will be shared at faculty meetings quarterly. TCTs will be monitored quarterly.	School Allocations Title I
		1c. Resources for Social Studies: Teachers will research, review and implement social studies resources that align to the new KAS. (i.e., Curriculum and Units)			School Allocations Title I
	(KCWP 2) 2. Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.	**2. Professional Development**: Teachers will attend and implement professional learning from the following PD sessions: Science PIMSER PD 3-4, Science PIMSER Unit Writing PD K-3 & Social Studies Networking – modules K-4.	Professional Development measured by PD attendance documentation, lesson plans, walkthroughs & Learning Check assessments.	Teachers and administrators will monitor PD during Learning Check data analysis administration and evaluate PD opportunities and needs in May of 2020.	School Allocations Title I Title II
	(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best	**3a.Test Prep Strategies:** Teachers will utilize agreed upon test prep strategies. (i.e., RACE(R), Timed Tests, CUBES and Writing	Teachers and administrators will review and analyze Learning Checks and	Teachers and administrator will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data	None

		Goal 2: FCES will increase the Separate Academic Indicator proficiency score in the area of science from 12.5% to 50% by 2022.				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
evaluate the level of student learning.		Organizers)	assessments through PLCS (Assessment Protocol/Data Analysis Protocols).	meetings.	
		3b. Learning Checks: Teachers will utilize KPREP 4th grade science assessment format utilizing the KDE Blueprint.	Teachers and administrators will review and analyze 4th grade science learning checks during PLC meetings and chart proficiency and growth. Individual student writing folders and report cards will document student growth within the three types of writing standards.	Teachers and administrators review 4th grade Science Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings. Individual student writing folders will be monitored quarterly.	School Allocations
		3c. Writing Folders: Teachers will utilize the new writing plan and matrix to guide writing instruction encompassing power standards, language standards & composition standards.			FRYSC
		3d. Writing Strategy: K-4 Teachers will utilize the agreed upon writing strategies with consistency and with fidelity. (i.e., RAP, RACE, RACER)			None

Goal 3: FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 11.25% to 52% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 11.25% to 40%. **Objective 2:** FCES will increase the Reading Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 15% to 40%. **Objective 3:** FCES will increase the Math Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 7.5% to 40%.	(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.	**1a. RtI or WIN System**: Administration and staff will review, evaluate and revise WIN Program based on Intervention effectiveness.	Data boards, data notebooks and intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings. Benchmark Assessments will show an increase in proficiency and an increase in growth.	Administration and teachers will examine data from Aimsweb/CASE benchmark assessments three times a year as well as learning checks four times a year.	School Allocations Title I
		1b. Interventions: K-1 Teachers will utilize Saxon Phonics, Grade 2 teachers will utilize Guided Reading Groups/Literacy Centers/2020 Saxon Phonics and 3-4 teachers will utilize Corrective Reading SRA for reading intervention. K-4 Teachers will utilize Go Math RTI and Reflex Math for math intervention.	Data boards, data notebooks and intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings. 1st grade Reading Support Leader will track growth for reading essential skills and document growth noting students above grade level, on grade level, and below grade level. Tier III benchmark /Reading Mastery students shall show growth.	Teachers will conference individually with administration after each benchmark assessment reading and math as well as update data boards and intervention groups. Teachers will conference individually with each student after each benchmark assessment reading and math with a direct focus on strengths, weaknesses, and goal setting. 1st Grade Reading Support Leader will report quarterly on the effectiveness of the Reading Room Intervention 1st grade plan and share growth data. Reading interventionist will report monthly the data collected to administrator. .	School Allocations Title I Four Rivers Reading Grant
		1c. Data Boards: Teachers and Administration will update data boards (intervention groups – Tier I, II and III) based on Aimsweb data.			School Allocations
		1d. Data Notebooks: Teachers and students will document scores, conference about growth/proficiency and establish new goals after each benchmark assessment administration for both			School Allocations

		reading and math.			
		1e. Mentoring Program: K-1 is partnering with high school student to work with/mentor "at promise' students.			School Allocations FRYSC
		1f. 1st Grade Reading Room Intervention: An additional 1st grade reading intervention plan (7 min. during morning ELA) will be implemented and monitored to foster essential reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension).			School Allocations
		1g. Ready Interventionist (pullout program): An interventionist to support Tier III, K-4, using SRA reading mastery.			Title I ESS
	(KCWP 3) 2. School leadership and teachers will analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning.	**2a. Benchmark Assessments:** K-4 Teachers will administer reading and math Aimsweb benchmark assessments three times a year, and 3-4 teachers will administer reading and math CASE learning checks four times a year.	Data boards will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings.	Teachers will conference individually with administration after each benchmark assessment as well as update data boards and intervention groups.	School Allocations Title I
	(KCWP 2) 3. Job embedded professional development will be provided to address GAP needs with Tier I instruction.	**3a. Professional Development**: Teachers will attend and implement professional learning from the following PD sessions: co-teaching models, Meade County co-teaching model, CEC Conference and Ruby Payne poverty training.	Professional Development measured by PD attendance documentation, lesson plans, walkthroughs. And learning check assessments with a direct focus on GAP scores.	Teachers and administrators will monitor PD during Learning Check data analysis administration and evaluate PD opportunities and needs in May of 2020.	Title II IDEA

Goal 4: FCES will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 44.35% to 100% by 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: FCES will increase the percentage of students scoring growth points (50 or higher) in combined reading and mathematics scores by May 2020 as measured by the state assessment from 44.35% to 75%. **Objective 2:** FCES will increase the percentage of students scoring growth points (50 or higher) in reading scores by May 2020 as measured by the state assessment from 42.5% to 75%. **Objective 3:** FCES will increase the percentage of students scoring growth points (50 or higher) in mathematic scores by May 2020 as measured by the state assessment from 46.2% to 75%.	(KCWP 2) 1. School leadership will ensure teachers implement and utilize the most appropriate and effective high yield strategies congruent to the intent of the learning target/standards.	**1a. Walk Through Instrument:** Administration and ER staff will develop a walk through instrument focusing on instructional strategies and checking for understanding and will note trend data as well as establish goal setting with the teachers.	Walk Through Instrument utilized weekly in each classroom for data collections and tabulated for trends and goal setting.	Administrators and teachers review Walk Through data monthly during faculty meeting.	Title I
		1b. Peer Observations: Teachers observe peers outside of their building based on their individual needs. (i.e., classroom management, best instructional practices, and established procedures/routines)	Teacher growth will be measured formatively during post learning walk debrief conversations and by improved classroom performance as noted during walkthroughs.	Peer Observations will occur twice per year and will be attended by administration who will also facilitate the conversation.	Title II
	(KCWP 2) 2. Job embedded professional development will be provided to ensure instructional strategies foster cognitive engagement and active participation.	**2a. Professional Development:** Teachers and administration will participate in professional learning as well as a book study "Total Participation Techniques" during faculty meetings/professional learning communities.	TPT techniques implemented into daily instruction to increase active student participation and cognitive engagement will be noted in lesson plans as well as documented through the walk through instrument.	Administrators and teachers review Walk Through data monthly during faculty meetings noting trends and patterns with TPTs and goal setting.	School Allocations
	(KCWP 3) 3. Job embedded professional development will be provided to ensure teachers/school leadership create and revise valid, congruent assessments (formative/summative) as well as analyze data to create	**3a. Professional Development:** Teachers and administration will be trained on the Assessment Protocol & Data Analysis Protocol during faculty meetings/professional learning communities.	Teachers and administrator will review assessments and data analysis protocols during PLCs noting growth with writing balanced assessments and follow	Teachers and administrator will review assessments and data analysis protocols monthly during PLC meetings.	Title I Title II School Allocations

Goal 4: FCES will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 44.35% to 100% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and implement actionable next steps.		up with next steps from data analysis as noted in lesson plans and PLC minutes.		

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.	☒
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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.	☒
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