

# 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 <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>

## 1: Proficiency Goal

Goal 1 By 2022, FCMS will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32.8% to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- FCMS will increase the overall combined Reading and Mathematics Proficiency score by May 2020 as measured by the state assessment from 32.8% to 50%.	<b>(KCWP 1)</b> Teachers will review and revise pacing guides and curriculum maps to be aligned and congruent to new Kentucky Academic Standards. (KAS)	1.Constant monitoring and updating by teachers depending on student achievement.	Successful upload of all Curriculum Maps for all grade levels and content areas to Google Team Drive.	Monitored by administration as guides/maps are submitted to administration for review.	None
		2.Review and revise maps based on testing data as completed	Increased student achievement on Aimsweb, CASE, and KPREP.	Monitored quarterly by administration during the PLC process.	School Allocations Title I Title II
Objective 2 - FCMS will increase the Reading Proficiency score by May 2020 as measured by the state assessment from 35.1% to 50%.	<b>(KCWP 1)</b> 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.)	3.Lesson Plan expectations will be set and monitored weekly by administration.	Lesson Plans submitted to administration and posted weekly. To be observed during walkthroughs for accuracy	Lesson Plans monitored by administrative review weekly and feedback from walkthroughs.	School Allocations
		4.Curriculum maps and pacing guides will be reviewed via PLCs quarterly.	Curriculum guides and pacing guides matched to Lesson Plans	Administration and PLCs will use a curriculum map monitoring tool to review maps and guides.	School Allocations
Objective 3 - FCMS will increase the Math Proficiency score by May 2020 as measured by the state assessment from 30.5% to 50%.	<b>(KCWP 2)</b> Systems/processes/protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards.	1.Professional Learning Communities (Focus: Formative Assessment Design, Instructional Strategies, Assessment Protocol & Data Analysis Protocol)	Administration review assessments during PLC process	Monitored by administration via walkthroughs and feedback.	School Allocations
		2.An assessment protocol will be introduced with teachers as a part of the instructional process by June 2020.	Administrative observations and PLC's	Instructional effectiveness will be monitored through observations and walkthroughs. Data will be monitored and shared with teachers, goals will be set for and with teachers.	School Allocations

## 2: Separate Academic Indicator

Goal 2 FCMS will increase the Separate Academic Indicator (Science, Social Studies, On-Demand Writing) proficiency score from 20.1% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- FCMS will increase the Separate Academic Indicator (Science, Social Studies, On-Demand Writing) proficiency score by May 2020 as measured by the state assessment from 20.1% to 50%.	<b>(KCWP 1)</b> 1. A protocol will be developed to ensure the current curriculum is valid for writing, 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 – Writing, Science & Social Studies	Successful implementation of additional science and Social Studies materials aligned to standards.	Monitored by administration quarterly.	School Allocations
Objective 2- FCMS will increase the proficiency score in the area of social studies by May 2020 as measured by the state assessment from 29.9% to 60%.		1b. Resources for Science (Consultants- Science/STEM Consultants with WKEC)	Teachers align instruction and assessments	Resources to be checked against Evidence-based practices.	Grant
Objective 3- FCMS will increase the proficiency score in the area of On-Demand writing by May 2020 as measured by the state assessment from 16.1% to 50%.	<b>(KCWP 2)</b> 2. Job-embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.	1c. Resources for Social Studies (Standards, webinars and video conferences sponsored by KDE and align instruction & assessments with congruence)	Measured through testing data including CASE, AimsWeb and ACT Aspire.	Stem consultants, Academic and Pricipal	
Objective 4- FCMS will increase the proficiency score in the area of science by May 2020 as measured by the state assessment from 14.3% to 40%.		Professional Development (Grades 5-8: Science PIMSER PD, Science/STEM Consultants through WKEC Grant. Social Studies Networking – modules/alignment tools, Writing Folders – Dianne Owen, District Curriculum Consultant, Vocabulary Instructional Strategies within each content areas) Reteach, retest and test correction strategy throughout school to minimize Gap group being left behind.	Sign in sheets, Classroom Engagement	Monitored via conversations during PLCs and walkthrough data.	School Allocations Title I Title II PLTW Grant
		Staff will provide job-embedded professional development around the instructional process and Total Participation Techniques. (TPT)		Increase in Proficiency, reduction of Novice as measure by benchmark assessments	
	<b>(KCWP 3)</b> School leadership and teachers will ensure the appropriate assessment design is	Writing (folders, protocols & writing tools)	Writing folders will be maintained and reviewed for all grades.	Monitored via PLCs and writing folders.	School Allocations FRYSC

Goal 2 FCMS will increase the Separate Academic Indicator (Science, Social Studies, On-Demand Writing) proficiency score from 20.1% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	used that will best evaluate the level of student learning.	Creating a writing matrix establishing writing skills responsibilities per grade and content level, with an emphasis on pre-writing.	Teachers using the matrix in classrooms with evidence of pre-writes. Successful completion and implementation of vocabulary explicit instruction strategies as evidenced by lesson plans.	Matrix completed with district personnel support and monitored by administration and writing folders	None

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): FCMS will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 19.9% to 65% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 - FCMS 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 19.9% to 50%.</p> <p>Objective 2 - FCMS 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 19.3% to 50%.</p>	(KCWP 2) A system will be reviewed and revised to ensure Tier 1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.	1a. RtI System (monitored and evaluated via AimsWeb and CASE Assessment Testing data)	Moving Targeted GAP students from Tier 3 to Tier 2 and Tier 2 to Tier 1 as measured AimsWeb scores	Aimsweb scores measuring growth and CASE benchmark assessments measuring Proficiency	School Allocations Title I Title II
		1b. interventions (Reading: Grades 5-6 SRA Reading Interventions, RavensCourt Overcoming Diversity Intervention & Grades 7-8 Targeted Interventions determined by Aimsweb and CASE Assessments (used for Learning Checks) – Focus is on 3 areas: Vocabulary, Silent Reading Fluency & Reading Comprehension) and (Math: Grades 5-6 Reflex Math 2x/wk, Tier 1 intervention with 7/8 Algebra teacher & Grades 7-8 Targeted Int. determined by AimsWeb)	<p>Moving Targeted GAP students from Tier 3 to Tier 2 and Tier 2 to Tier 1 as measured AimsWeb scores</p> <p>Students having measurable growth as based on AimsWeb Testing in Math and Reading.</p>	<p>Aimsweb scores measuring growth and CASE benchmark assessments measuring Proficiency</p> <p>Data Wall and Spreadsheets monitored by teachers, principal, curriculum coach and district administration</p>	School Allocations FRYSC Title I Tile II
		1c. Data Wall – Teachers and principal update during PLC	<p>Growth on AimsWeb</p> <p>CASE Assessment for</p>	Teachers and principal monitor student growth on the Data Wall and move students accordingly	

Goal 3 (State your achievement gap goal.): FCMS will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 19.9% to 65% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 - FCMS 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 20.5% to 50%.</p>		<p>1d. Intervention Teams (Academic and Behavior monitoring)</p> <p>1e. Mentoring thru new teacher training</p> <p>1f. Testing Data Spreadsheet (KPREP, AimsWeb, ACT Aspire, CASE Assessments – Learning Checks)</p> <p>1g. Individual Conferences and Goal Setting (KPREP, AimsWeb, ACT Aspire, CASE Assessments)</p>	<p>Proficiency monitoring</p> <p>District administration administers teacher trainings.</p> <p>Growth rates monitored via data spreadsheet and data wall.</p>	<p>Teachers and principal monitor student proficiency on CASE Assessments via spreadsheet</p> <p>District administrators and principal monitor new teachers for growth and potential.</p>	
	<p><b>(KCWP 3)</b> School leadership and teachers will analyze academic and behavior data in order to identify priorities and implement actionable steps that impact instruction/student learning.</p>	<p>2a. Benchmark Assessments (Grades 5-8 Aimsweb – progress monitoring &amp; Grades 6-8 ACT Aspire – MONITOR AND GOAL SET)</p> <p>2b. Learning Checks will be administered every other month pulled from CASE Assessment bank– MONITOR AND GOAL SET)</p> <p>2c. Teacher Data on Students (Summative Classroom Assessments/Grades, Behavior data) will be looked at during PLCs</p> <p>2d. Teachers Reteach, Retest &amp; Test Corrections</p> <p>2e. Every 4-6 weeks adjust for growth and needed interventions by individual students.</p>	<p>Monitor success with a 30-6-90 day plan to address improvement priorities from the Diagnostic Review</p> <p>Visible growth from all data sources</p> <p>Behavior data illustrates a drop in the number of behavior referrals</p> <p>See increase of proficient grades on report cards, LC etc.</p> <p>Increase in Tier level on Aimsweb</p>	<p>Monitored by administrators via PLCs and Leadership Team meetings.</p> <p>Spreadsheet with AimsWeb, CASE and ACT Aspire data monitored by teachers, principal, curriculum coach and district administration</p> <p>SWISS data and Infinite Campus behavior data monitored by principal and district administration</p> <p>Principal and District Admin Monitor through IC</p> <p>Monitored through Aimsweb spreadsheet</p>	<p>School Allocation FRYSC Title I Title II PLTW Grant</p>

Goal 3 (State your achievement gap goal.): FCMS will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 19.9% to 65% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(KCWP 2) Job embedded professional development will be provided to address GAP needs with Tier I instruction and assessments in order to meet the intent of the standards.	3. Professional Development (Opportunity Myth, Belief, Ruby Payne, Larry Bell)	Job embedded PD to be provided by KDE March 2020	Teachers and administrators will monitor PD during benchmark data analysis after each AIMSWEB administration and evaluate PD opportunities and needs in May of 2020.	School Allocations Title I Title II

Goal 4 (State your growth goal.): FCMS will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 35.85% to 100% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - FCMS 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 35.85% 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.	1. Learning Walks (develop instrument, schedule, protocol and artifacts) 2019-20	When teachers are seen daily using high-yield strategies in their classrooms with engagement, high order questioning at a rate of 90% and higher.	Monitored by the principal and other district admin through walkthroughs and observations	School Allocations
Objective 2 - FCMS will increase the percentage of reading scores by May 2020 as measured by the state assessment from 31.9% to 75%.		2. Observations, walkthroughs by administrators and peers.			
Objective 3 - FCMS will increase the percentage of	(KCWP 2) 2. Job embedded professional development will be provided to ensure instructional strategies fostering cognitive engagement and active participation.	3. Lesson Plans posted with Standards listed and assessment and activities.			
		Professional Development (Total Participation Techniques – book study during faculty meetings/professional learning communities)	When teachers are seen daily using high-yield strategies in their classrooms with engagement, high order questioning at a rate of 90% and higher.	Monitored by the administration through walkthroughs and observations	School Allocations

Goal 4 (State your growth goal.): FCMS will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 35.85% to 100% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students scoring growth points (50 or higher) in mathematic scores by May 2020 as measured by the state assessment from 39.8% to 75%. students scoring growth points (50 or higher) in	<b>(KCWP 3)</b> 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 and implement actionable next steps.	Professional Development (Assessment Protocol & Data Analysis Protocol during faculty meetings/professional learning communities)	Growth rates monitored via data spreadsheet and data wall.	Monitored by teachers, principal, curriculum coach and district administration	School Allocation

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

## **Learning Culture and Environment**

**(KCWP 6)** – 6. Approaches: The school confirms commitment to use Core Ethical Values as the reference point for decision-making regarding behavior of all members of the school community.

6a. CEVs function as the foundation for rules of conduct and serve as the unifying thread for our school. 6b. CEVs create aspirational goals for student and staff character (PBIS, Posters, Pilot P.R.I.D.E., and Guest Speakers

6c. Posters in classrooms and hallways, the website, handbook and classroom norms all explain or support our core values. The common language allows for consistency and discussion aligned to the core values which accentuate the learning of those core values.

6d. Monitoring achieved by SWISS Referrals monitoring and behavior reports in Infinite Campus.