# 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf%22%20%5Ct%20%22_blank)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf%22%20%5Ct%20%22_blank)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf)
 | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf%22%20%5Ct%20%22_blank)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
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**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.

SBDM MEMBER SIGNATURES

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**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. |
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| **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.):MSES Combined Reading and Math Proficiency scores will be at or above 51.6% which is the state mean for Proficiency. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1The combined Reading and Math score from MSES is currently 52.7%. This is 1.1% higher than the state avg. We will strive to raise our score 2% in the upcoming year. 54.7% is our goal. | Implement a KPREP type scrimmage. | Scrimmage materials will be created and implemented to be given in the spring semester. They will be monitored and timed to increase stamina. | Assessment completion at least once a year. | 5-30-22 |  |
| MAP assessment will be administered 3 times per year. Fall, Winter and Spring | MAP Assessment delivery 3 times a year | 5-30-22 |  |
| Target students based upon prior years scores. | Track economically disadvantaged students. Students will be placed with smaller working groups to target individual needs for Reading and Math. | Documentation of group creation. | 5-30-22 |  |
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| Objective 2The recent pandemic has set forth many challenges. MSES will commit to creating a learning plan to reach all students. Various strategies will be used to train our staff and connect with our students. | Connectivity for families through wi-fi and hotspots. | School site will become hotspot for virtual instruction. | Completion of network | 5-31-22 | District level funding |
| Delivering MIFI home boxes for instruction. | Delivery and implementation of boxes. | 5-31-22 |  |
| Training for staff to address GAPs that will occur due to pandemic. | Google Virtual training (Continued) | Completion of PD or Program | 5-31-22 |  |
| Virtual technology training with other programs. | Completion of PD or Program | 5-31-22 |  |
| Implementation of instruction for GAP concerning students that are below grade level. | Assessments to discover baselines for students | Completion of MAP, Formative and Summative Assessments | 5-31-22 |  |
| Deliver individual student level instruction based on varied assessments.  | Completion of MAP, Formative and Summative Assessments | 5-31-22 |  |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): MSES Combined Science, Social Studies and Writing scores at or above 43.7% which is the state cut score for the Separate Indicator category. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1MSES Combined avg. of our Science, Social Studies and Writing scores is 54.7 %. This is 11% higher than the current state avg. We will strive to increase our combined avg. by 2%. Our goal for the upcoming year will be 56.7%. | Writing Scrimmage Implementation.  | A Writing Scrimmage will be delivered once a year per district policy. | Scoring and discussion. | 5-30-22 |  |
| Implement the new 30/60/90 day Writing plan. |  |  |  |
| Science- Mystery Science Implementation | All grade level classrooms will continue to use the Mystery Science program within the classroom. | Assessments | 5-30-22 |  |
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| Social Studies | Continued implementation of History Alive textbook. | Assessments in classroom | 5-30-22 |  |
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| Objective 2 |  |  |  |  |  |
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## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.): GAP scores will increase 2% for the 2019-20 school year. The combined Proficiency GAP avg. goal will be 47.3% in Reading and Math for economically disadvantaged students at MSES. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1In the subject area of Reading, Economically disadvantaged scores are currently 49.1%. The new goal for MSES will be 51.1%, which is a 2 % increase.  | Utilize Reading Plus,Lexia and Exact path software technology to monitor RTI progress | #1Implement struggling alert lessons for individual students based on lesson progress. | Weekly classroom and school wide accountability reports | 5-30-22 | $30 per student seat. |
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| Fastbridge technology to monitor RTI progress | Booklets will be provided by our school to help parents instruct students on literacy practices. | Needs assessment survey (parents) by FRCIncludes a literacy component.  | 5-30-22 |  |
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| Family Reading Nights- to provide families with reading support. (Brochures and literacy strategies | Grade levels will participate in a virtual reading instruction time. | Completion of activity  | 5-30-22 |  |
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| Objective 2In the subject area of Math, Economically disadvantaged scores are currently 41.5%. The new goal for MSES will be 43.5%, which is a 2 % increase. | Utilize Reading Plus,Lexia and Exact path software technology to monitor RTI progress | Implement struggling alert lessons for individual students based on lesson progress. | Weekly classroom and school wide accountability reports | 5-30-22 | $30 per student seat. |
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| Summer Slide booklets to prevent Summer regression. | Booklets will be provided by our school to help parents and care givers retain instruction throughout the summer. | Accountability for booklet completion (award) | 5-30-22 | MSES General FundGrayson Wells |
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## 4: Growth

| Goal 4 (State your growth goal.): MSES will increase the combined growth score for Reading and Math from 54.5% to that or above the states average of 57.8%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1MSES Reading Growth calculation is 45.6%. MSES will strive to increase our average to that or above the state level average. | Utilize the Kentucky Core Work Process 4- Review, Analyze and Apply data | Response to Intervention, Lexia, Reading Plus and Fast Bridge | Analyze data from various software programs for consistent growth.  | 5-30-22 |  |
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| Objective 2MSES Math Growth calculation is 63.9%. MSES will strive to increase our average to that or above the state level average. | Utilize the Kentucky Core Work Process 1- Design and Deploy Standards | Response to Intervention, Lexia, Reading Plus and Fast Bridge | Analyze data from various software programs for consistent growth.  | 5-30-22 |  |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 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:** |
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| **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:** |
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| **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** |
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| 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.  |[x]
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| **Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**  |
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| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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.  |[x]
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