

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.

1: Proficiency Goal

Goal 1: By 2022, NIS will increase the number of students scoring proficient and distinguished in Reading from 30% to 70% and in Mathematics from 23.6% to 70% as demonstrated on K-PREP Assessment which will ensure students will be transitionally ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>1.NIS will increase the number of students scoring proficient and distinguished in Reading from 30% to 50% and in Mathematics from 23.6% to 46% as indicated on the 2021 K-PREP assessment.</p>	<p>Process: Deployment of Standards</p>	<p>1.Teachers and administrators will thoroughly examine/analyze the intent of each standard to gain in-depth understanding using a systematic approach during PLCs to ensure the communication to students and “unpacking” the specific learning target is accurate for learning and are clear and communicated to students.</p> <p>Resources</p> <ul style="list-style-type: none"> ● Common Core ● Instructional Lesson Design ● PLC Process (Backward Design) ● Student success criteria setting practice Visible Learning for Teachers/Clarity for Learning 	<p>Success will look like: Teachers & Administrators completing walkthroughs, and analyzing walkthrough data based on Student Success Criteria and Classroom Summative Assessment reporting. Students will be able to identify what success looks like and where they are at in their learning.</p>	<p>Step 4 of the PLC Process will measure student success outcomes at the conclusion of each instructional unit set by the PLC with School Administration</p> <p>Quarterly random sample student data folders and student reflection of learning checks</p> <p>MAP (Universal Screener)</p> <p>PLC Agendas & Minutes</p>	<p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p>
	<p>Conditions and Process: Design and Delivery Instruction</p>	<p>2. PLC Leads will collaborate with administrative teams to develop a systematic process in creating high quality lessons that ensures equitable access to student learning based on grade level standards - Key Characteristics of Quality Lesson Design</p> <p>Before Learning: e.g.,</p> <ul style="list-style-type: none"> ● student misconceptions ● student preconception ● needed scaffolds ● metacognitive strategies 	<p>Success will look like PLC Leads: Accomplished Rating according to Key Characteristics of Quality Lesson Design Rubrics</p>	<p>Instructional Lesson Designs will rate as high quality as measured through a Key Characteristics of Quality Lesson Design Rubric</p>	<p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p>

		<ul style="list-style-type: none"> ● standard coherence 			
		<p>3. PLC Leads and Instructional Coach will meet in collaboration with classroom teachers to carry out defined process in weekly scheduled curriculum planning meetings to review the alignment/congruency between standards, learning targets, and assessment measures: this includes:</p> <ul style="list-style-type: none"> ● utilizing knowledge of best practice/high yield ● instructional strategies to aide in curricular adjustments ● through a 4- Step Process (PLC Process) <p>Professional Learning for PLC Leads will include:</p> <p>PLC Leads (2 Year Implementation)</p> <ul style="list-style-type: none"> ○ Solution Tree Global PD (12 Hours for all PLC Leads) ○ Year 1-2019/2020 ○ Year 2-2020/2021 ● Visible Learning for Teachers/Clarity for Learning 	<p>Success will look like administrators observing and participate in Professional Learning Communities to design quality instructional lesson designs</p>	<p>Instructional Lesson Designs as measured through a Key Characteristics of Quality Lesson Design Rubric</p> <p>PLC agendas and minutes</p>	<p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p>
	<p>Practice: Design Align and Deliver Support Processes</p>	<p>1. The administrative team and teacher teams will collaborate to redesign a fluid and systemic functionality of the provision of RTI.</p> <ul style="list-style-type: none"> ● Implement and commitment to purposeful scheduling adjustments to ensure 	<p>Success will look like the percentage of Tier III students receiving push in services as compared to pull out services will increase for equity</p>	<p>Quarterly comparative analysis of Tier III data tracker, service provider schedules, and service locations</p> <p>MAF and RTA- look at these points separate from MAP and other data points.</p>	<p>Title I, Part A Funds</p>

		<p>students receive high quality RtI and equitable access of intervention instruction</p> <ul style="list-style-type: none">• Development of procedures for push in and small group intervention instruction• Admin. Team will collect and maintain data points (data tracker) to make ALL RtI instructional decisions based on growth and achievement	<p>Percentage of Tier II and Tier III students will increase in achievement and growth AND as a result the total number of students receiving services will decrease.</p>		
--	--	---	---	--	--

2: Separate Academic Indicator

Goal 2: By 2022, NIS will increase the number of students scoring proficient and distinguished in Writing from 9.2 % to 70%, in Social Studies from 23.5% to 70%, and in Science from 5.2% to 70% as demonstrated on K-PREP assessment which will ensure students will be transitionally ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>1.NIS will increase the number of students scoring proficient in Writing from 9.2% to 39.6%</p>	<p>Conditions and Process: Design and Delivery Instruction</p>	<p>1. The Administrative Team in collaboration with selective members of the NIS Writing Team will collaborate to ensure a culture of writing across content and grade levels is implemented and expectations are communicated.</p> <ul style="list-style-type: none"> A. development and communication of writing plan B. analysis of writing data in step 3 and step 4 of the PLC Process C. a celebrated culture of student writers in a school-wide writing plan (e.g.,Bulletin Boards, Writing Recognition, Author’s Corner, Visitation of Authors, Contest of Genres, etc.) 	<p>Success will look like teachers and administrators analysis of writing data to create a culture of writers</p> <p>Students producing writing of varied genre to share of high quality</p> <p>Exemplary writing to use in instructional delivery and conversations with students.</p>	<p>Implementation of schoolwide writing plan in each grade and content area through student work products</p> <p>Student scores in State Assessment, Summative Assessment Extended Responses, and On-Demand Writing checks</p>	<p>School Funds</p>
<p>2.NIS will increase the number of students scoring proficient in Social Studies from 23.5% to 46%.</p>	<p>Process: Deployment of Standards</p>	<p>1.Administrative teams and teacher teams will collaborate in PLCs weekly to develop curriculum aligned to the new social studies standards. Using resources that align with the new social studies standards to create engaging and rigorous instructional activities.</p> <ul style="list-style-type: none"> A. Through the PLC Process, increase knowledge of standards, assessments, and instructional activities. B. Improve content area writing through the use of data analysis in steps 3 and 4 of the PLC Process. 	<p>Success will look like a school wide social studies plan aligned to the new social studies standards.</p> <p>Students produce high quality content writing samples.</p>	<p>Implementation of schoolwide plan for teaching social studies in each grade level.</p> <p>Student scores on State Assessment and Summative Assessment Extended Responses</p>	<p>General Fund</p>

3.NIS will increase the number of students scoring proficient in Science from 5.2% to 37% and in Social Studies from 23.5% to 46%.	Condition and Processes: Design and Deploy Standards	1.Establish a curriculum team to review, study and create instructional next steps to ensure quality implementation of the current science and social studies standards school-wide in order to increase the intended alignment and rigor of instruction and environmental learning opportunities.	Success will look like Implementation of an aligned standards-based school-wide program	Identification, alignment, and pacing of essential standards in science and social studies Identification of core programs and essential standards for Social Studies Identification of supplemental science resources	General Fund
--	--	--	--	--	--------------

3: Achievement Gap

Goal 3: By 2022, NIS will increase the number of **African American** students scoring proficient from 16.8% to 70% in **Reading** and 16.6% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring KPREP scores

By 2022, NIS will increase the number of **Disability** students scoring proficient from 21% to 70% in **Reading** and 17.8% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring KPREP scores

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
1.By 2021 NIS will increase the number of African American students scoring proficient from 16.8% to 43% in Reading and 16.6% to 43% in Mathematic as compared to all students and disability students scoring proficient from 21% to 45% in Reading and 17.8% to 43%in Mathematics as compared to all students scoring proficient as indicated on the K-PREP assessment.scoring proficient as indicated on the K-PREP assessment.	Practice: Design and Delivery of Instruction	1. PLC will be monitored and supported to ensure that lesson design and lesson delivery will be a high quality that includes cognitive student engagement with appropriate strategies and activities that support the intent of the standard. Using the redesigned PLC process will bring narrow focus to students in the GAP groups (African American/Disability with IEP) of need for next step decisions for increased achievement during CORE INSTRUCTION Professional Learning <ul style="list-style-type: none"> ● Guided Reading (2-3 year Implementation) 	Success will look like analysis of Coaching Feedback (Kagan, Guided Reading, Guided Math) and implementation of next steps Teachers will provide and share professional learning with teacher teams Data Driven instructional decisions /next steps are being created based on current student data.	Growth in Kagan, Guided Reading, and Guided Math practices after each coaching session and intentional walkthrough by Administrative team four times per year 100% of staff trained in content area school wide identified professional learning	School Improvement Funds Grant Title I, Part A Funds

		<ul style="list-style-type: none"> o 1 3- Hour Training with Scholastic for all guided reading teachers o 1 3- Hour Training with Scholastic for Virtual Guided Reading o 2 Consultant Days with Scholastic o <i>Resources:</i> <ul style="list-style-type: none"> ▪ Jan Richardson Books ● Guided Math (2-3 year Implementation) <ul style="list-style-type: none"> o Coaching and feedback from Guided Math trainers for all math teachers 			
	<p>Processes: Establish Learning Culture and Environment</p>	<p>2.The Administrative Team in collaboration with the Student Support Team will create a system to identify, coordinate, implement, and evaluate the effectiveness of all available services and resources including: support staff, volunteers, and community partners for maximum impact on students’ social, emotional, and developmental needs.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> ● Trauma Informed Strategies for Classroom Teachers ● Trauma Informed Training through the State ● PBIS and Safe Schools <ul style="list-style-type: none"> o 4 Coaching Days ● Growth Mindset Practices 	<p>Success will look like Student Support Teams meeting with Mental Health Partners to ensure students receive the necessary supports.</p> <p>Teachers will utilize trauma informed strategies, PBIS, and growth mindset practices in each classroom</p>	<p>Data Analysis of Behavior Referrals and data tracker for Tiered services quarterly</p> <p>Behavior Referral Data from IC</p> <p>Co-Teaching walkthrough data by type of co-teaching and implementation checklist, instructional lesson design reflecting co-teaching and co-planning</p> <p>Progress reporting of IEP goals Service Provision Data</p>	<p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> <p>FRYSC</p>

		<p>Resources:</p> <ul style="list-style-type: none"> ● Student Behavioral Support Staff- Assistant to Intervention <p>Reading and Math Interventionist for Grades 3-6 in Math, Reading, and Writing.</p> <ul style="list-style-type: none"> ● Special Education and Regular Education training in best practices for Co-Teaching, Co-Planning, IEP implementation, and progress monitoring. 			
<p>2. By 2021 NIS will increase the number of African American students scoring proficient from 16.8% to 43% in Reading and 16.6% to 43% in Mathematics as compared to all students</p>	<p>Processes and Practices: Establish Learning Culture and Environment</p>	<p>1.Ensure staff, faculty, and students are modeling culturally responsive behaviors and classrooms are incorporating culturally responsive practices.</p> <ul style="list-style-type: none"> ● Awareness of Diverse Cultures ● Character Education ● Student Led Conference and Data Tracking ● Student Choice ● Implementation of Foundation Modules (Safe and Civil Schools) 	<p>Success will look like: an increased reporting of acceptance of diversity, school wide character education lesson implementation, student led conference and self data tracking. Success will also include student choice reflected in the instructional lesson design and in student work samples.</p>	<p>Student data tracking</p> <p>Progress reporting of IEP goals</p> <p>Service Provision Data</p> <p>Lesson Design/Work Samples</p> <p>Student Conferencing</p>	<p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> <p>FRYSC</p>

4: Growth

Goal 4: By Spring of 2022, NIS will have an overall growth rate of 64.5% (5% increase yearly) as measured in reading and mathematics proficiency on state KPREP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>1.By Spring of 2021, NIS will have an overall growth rate of 54.5 (5% increase) as measured in reading and mathematics proficiency on state KPREP assessment.</p>	<p>Practice: Review, Analyze and Apply Data Results Assessment Literacy</p>	<p>1.School leadership will monitor and classroom teachers will ensure that the practice of measuring the success/quality of core instruction through congruent formative and summative assessments.</p>	<p>Success will look like: quality summative assessments measures</p> <ul style="list-style-type: none"> ● assessment of higher order skills ● high fidelity of items ● rigorous standards ● sensitive and valuable. 	<p>Measured through assessment rubric with summative assessments prior to the assessment</p>	<p>N/A</p>
	<p>Process: Design and Deliver Assessment Literacy</p>	<p>2.Administrative Teams will create a data/assessment plan that ensures relevant and timely data is monitored and effectively used to create change and improvements within each content area.</p> <p>Resources</p> <ul style="list-style-type: none"> ● Assessment tools and resources ● Data tracking tools and resources ● EduClimber DNA <ul style="list-style-type: none"> ○ Professional Learning 	<p>Success will look like a triangular analysis of student performance in order to gauge student growth, achievement, and develop student interventions based on student achievement.</p>	<p>Data tool (e.g. EDUclimber data) utilized by teachers and administrators during PLC</p> <p>Administrators will compare KPREP results</p>	<p>Title I, Part A Funds General Funds</p>
	<p>Practice: Review, Analyze, and Apply Data Results</p>	<p>3.Ensure proper classroom data collection efforts are implemented with fidelity to create next steps in progress monitoring documentation for students who are not meeting learning expectations in the</p>	<p>Success will look like Wednesday Recognitions for advancement in programs</p>	<p>Wednesday Recognitions for advancement in programs</p> <p>Quarterly Awards</p> <p>Data Analysis in PLC</p>	<p>School Improvement Funds</p> <p>Title I, Part A Funds</p>

		instructional core. (e.g. ELA: running records, anecdotal notes, fluency comprehension, intervention programs) Professional Learning <ul style="list-style-type: none"> ● Rtl Training ● EduClimber and DNA Intervention Programs <ul style="list-style-type: none"> ● ST Math ● Lexia ● READ 180 	Quarterly Awards Data Analysis in PLC		
--	--	---	--	--	--

5: Working Conditions

Goal 5: By Spring of 2022, NIS will increase teacher perception of student behavior management from 32% to 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
1. NIS will increase teacher perception of student behavior management from 32% to 40%	Practice: Establish learning culture and environment	1. Teacher led Book Study on differentiating for culture	Teacher perception data will increase Behavior referrals will decrease	Data Analysis Plus/Delta of Book Study	Title Funds
		2. Administrative PLC	Behavior referrals will decrease by number of events and number of students Coaching Feedback from PBIS	Quarterly Awards Data Analysis in PLC <ul style="list-style-type: none"> ● Behavior Data ● PBIS Walkthroughs 	Title Funds

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
Guided Reading	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first - fourth grade: theory to practice. Texas Journal of Literacy Education, 2(2), 117-126.	X <input type="checkbox"/>
KAGAN	Minor, V. Ten Years Later: Personal Reflections on Returning Home. Kagan Online Magazine, Issue #58. San Clemente, CA: Kagan Publishing. www.KaganOnline.com	X <input type="checkbox"/>
Lexia	WWC Intervention Report, Lexia Reading. June (2019). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf	X <input type="checkbox"/>
Positive Behavior and Intervention Supports (PBIS)	Madigan, Kathleen, et al. “Association between Schoolwide Positive Behavioral Interventions and Supports and Academic Achievement: a 9-Year Evaluation.” Educational Research and Evaluation, vol. 22, no. 7-8, 2016, pp. 402–421., doi:10.1080/13803611.2016.1256783.	X <input type="checkbox"/>
Professional Learning Communities (PLC)	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	X <input type="checkbox"/>

Read 180	Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). Reading and Writing: An Interdisciplinary Journal, 23(1), 1109–1129. Retrieved from: https://eric.ed.gov/?id=EJ898468	X <input type="checkbox"/>
Response to Intervention (RTI)	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	X <input type="checkbox"/>
ST Math	Wendt, S., Rice, J., & Nakamoto, J. (2018). A Cross-State Evaluation of MIND Research Institute’s ST Math Program and Math Performance. https://www.stmath.com/hubfs/STMath/PDF/WestEd-Cross-State-Evaluation-of-MIND_Research_Institutes_ST_Math--Final_Published_Report_March_2018.pdf?hsCtaTracking=ea9495b8-1300-4a5a-a00f-ed3c821b3d0e%7C8e525b1e-2a21-4f2b-b50a-a7d2ac24f105	X <input type="checkbox"/>
Writing	Slavin, R., Lake, C., Inns, A., Baye, A., Dacht, D., & Haslam, J. (april 2019). A Quantitative Synthesis of Research on Writing Approaches in Grades 2 to 12. Retrieved from http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf	X <input type="checkbox"/>
Guided Math	K-5 Math Intervention and Response to Intervention[Scholarly project]. (2017, May). In Hanover Research. Retrieved from https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment_documents/K-5_Math_Instruction_and_Response_to_Intervention.pdf	X <input type="checkbox"/>
Culturally Responsive Behaviors	Mayfield, V. M., & Garrison-Wade, D. (2015, July). Culturally responsive practices as whole school reform. Retrieved December 3, 2019, from https://files.eric.ed.gov/fulltext/EJ1069396.pdf .	X <input type="checkbox"/>