

## Comprehensive School Improvement Plan (CSIP)

a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs of identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an

targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.

ally 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 based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige*). There can be multiple activities for each strategy.

of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its success and help it prioritize areas for growth.

- [Key Standards](#)
  - [Key Instruction](#)
  - [Key Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
  - [KCWP 5: Design, Align and Deliver Support](#)
  - [KCWP 6: Establishing Learning Culture and Environment](#)

shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible parties.

resources/grants used to support (or needed to support) the improvement initiative.

### Comprehensive School Improvement Plan

district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

include the following:

middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

the number of students scoring proficient and distinguished in Reading from 30% to 70% and in Mathematics from 23.6% to 70%. Future students will be transitionally ready.

Strategy	Activities	Measure of Success	Progress Monitoring
<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"> <li>● Common Core</li> <li>● Instructional Lesson Design</li> <li>● Student success criteria setting practice Visible Learning for Teachers/Clarity for Learning</li> </ul>	<p>Success will look like: Teachers &amp; 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>Study &amp; Act Phase of PLC Process measure student success outcomes at the conclusion of each instructional chunk set by the PLC with School Administration</p> <p>Quarterly random sample student data folders and student reflection learning checks</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"> <li>● student misconceptions</li> <li>● student preconception</li> <li>● needed scaffolds</li> <li>● metacognitive strategies</li> <li>● standard coherence</li> </ul>	<p>Success will look like PLC Leads: Accomplished Rating according to Key Characteristics of Quality Lesson Design Rubrics</p>	<p>Instructional Lesson Designs will be as high quality as measured through Key Characteristics of Quality Lesson Design Rubric</p>

	<p>3. PLC Leads and Instructional Coach will meet in collaboration with classroom teachers to carry out defined protocol 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"> <li>• utilizing knowledge of best practice/high yield</li> <li>• instructional strategies to aide in curricular adjustments</li> <li>• through a Plan, Do, Study, and Act quality tool.</li> </ul> <p>Professional Learning for PLC Leads will include:</p> <p><b>PLC Leads</b> (2 Year Implementation)</p> <ul style="list-style-type: none"> <li>○ Solution Tree Global PD (12 Hours for all PLC Leads)</li> <li>• Visible Learning for Teachers/Clarity for Learning</li> </ul>	<p>Success will look like administrators observing and participate in Professional Learning Communities to design quality instructional lesson designs</p>	<p>Instructional Lesson Designs a measured through a Key Characteristics of Quality Lesson Design Rubric</p>
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**How we are successful when:**

**What we use are:**

	Who is on point?	By When?	How Communicated?
<p>n to</p> <p>g</p> <p>es,</p> <p>PLCs,</p> <p>sson</p> <p>rt</p>	<p>Stewart</p> <p>PLC Leads</p>		<p>February Faculty Meeting 1- Training in the Key Characteristics of Quality</p>
<p>ut</p> <p>/</p>	<p>PLC Leads</p>		<p>Results shared with administration and PLC Leads</p> <p>Results shared via e-mail or staff drive</p>
<p>e</p> <p>g</p>	<p>Stewart/Michael</p> <p>PLC Leads</p>		<p>Learning Action Plan shared with admin</p>

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increase the number of students scoring proficient and distinguished in Writing from 9.2 % to 70%, in Social Studies from 23.5% to 70% on the MAP assessment which will ensure students will be transitionally ready.

Strategy	Activities	Measure of Success	Progress Monitoring
<p><b>Conditions and Process:</b> Design and Delivery Instruction</p>	<p>1. 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"> <li>A. development and communication of writing plan</li> <li>B. analysis of writing data in the study and act phase of PLC's</li> <li>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.)</li> </ul>	<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 plan in each grade and content through student work products</p> <p>Student scores in State Assessment Summative Assessment Extension Responses, and On-Demand Writing checks</p>
<p><b>Practice:</b> 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"> <li>• Implement and commitment to purposeful scheduling adjustments to ensure students receive high quality RtI and equitable access of intervention instruction</li> <li>• Development of procedures for push in and small group intervention instruction</li> </ul>	<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>Percentage of Tier II and Tier III students will increase in achievement and growth AND as a result the total number of</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 points.</p>

	<ul style="list-style-type: none"> <li>Admin. Team will collect and maintain data points (data tracker) to make ALL RtI instructional decisions based on growth and achievement</li> </ul>	students receiving services will decrease.	
<b>Condition and Processes:</b> 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 of essential standards in science and social studies  Identification of core program essential standards for Social Studies  Identification of supplemental resources

**How we are successful when:**

**Resources used are:**

	Who is on point?	By When?	How Communicated?
Levels			
Completion of			

ning			
ed d taff	Stewart	Feb 4th	

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the number of **African American** students scoring proficient from 16.8% to 70% in **Reading** and 16.6% to 70% in **Mathematics** by spring KPREP scores

number of **Disability** students scoring proficient from 21% to 70% in **Reading** and 17.8% to 70% in **Mathematics** as compared to scores

Strategy	Activities	Measure of Success	Progress Monitoring
<b>Practice:</b> 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. Intentionality of the STUDY portion of PLC will bring narrow focus to students in the GAP groups (African American/Disability with IEP) of need for next step decisions for increased	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	Growth in Kagan, Guided Reading, Guided Math practices after coaching session and intentional walkthrough by Administrators four times per year  100% of staff trained in content school wide identified professional learning

<p>achievement during CORE INSTRUCTION</p> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>● <b>Kagan</b> (2-3 year Implementation) <ul style="list-style-type: none"> <li>○ Job-Embedded Feedback from Kagan Coach</li> <li>○ Day 4 training for all staff (Year 3)}</li> </ul> </li> <li>● <b>Guided Reading</b> (2-3 year Implementation) <ul style="list-style-type: none"> <li>○ 1 Training Day with Scholastic for all guided reading teachers</li> <li>○ 4 Coaching Days with Scholastic for individual reading teachers</li> <li>○ 2 Consultant Days with Scholastic</li> <li>○ Year 2 training for new staff</li> <li>○ <i>Resources:</i> <ul style="list-style-type: none"> <li>▪ Jan Richardson Books</li> </ul> </li> </ul> </li> <li>● <b>PBL Training</b> (2 year Implementation) <ul style="list-style-type: none"> <li>○ Initial 4 day training for new 3rd-6th grade science/social studies teachers</li> </ul> </li> <li>● <b>Guided Math</b> (2-3 year Implementation) <ul style="list-style-type: none"> <li>○ Guided Math training for all new 3rd-6th grade math teachers</li> </ul> </li> </ul>	<p>Data Driven instructional decisions /next steps are being created based on current student data.</p>
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	<ul style="list-style-type: none"> <li>○ Coaching and feedback from Guided Math trainers for all math teachers</li> <li>● <b>Number Talks</b> (2-3 year Implementation) <ul style="list-style-type: none"> <li>○ Training for all new 3rd-6th grade math teachers</li> </ul> </li> </ul>		
<p><b>Processes:</b> 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"> <li>● Trauma Informed Strategies for Classroom Teachers</li> <li>● PBIS and Safe Schools <ul style="list-style-type: none"> <li>○ 4 Coaching Days</li> <li>○ 2 Trainings Days</li> <li>○ Safe and Civil Schools Conference for Administrative Team</li> </ul> </li> <li>● Growth Mindset Practices</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Student Behavioral Support Staff- Assistant to Intervention Reading and Math Interventionist for Grades 3-6 in Math, Reading, and Writing.</li> </ul>	<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 IEPs</p>

	<ul style="list-style-type: none"> <li>Special Education and Regular Education training in best practices for Co-Teaching, Co-Planning, IEP implementation, and progress monitoring.</li> </ul>		<p>Co-Teaching walkthrough data of co-teaching and implementation checklist, instructional lesson reflecting co-teaching and co-</p> <p>Progress reporting of IEP goal Service Provision Data</p>
<p><b>Processes and Practices:</b> 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"> <li>Awareness of Diverse Cultures</li> <li>Character Education</li> <li>Student Led Conference and Data Tracking</li> <li>Student Choice</li> <li>Implementation of Foundation Modules (Safe and Civil Schools)</li> </ul>	<p>Success will look like: an increase 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 goal Service Provision Data</p> <p>Lesson Design/Work Samples</p> <p>Student Conferencing</p>

**How we are successful when:**

**Tools and resources used are:**

	Who is on point?	By When?	How Communicated?
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<p>n to</p> <p>g</p> <p>es,</p> <p>PLCs,</p> <p>sson</p> <p>rt</p>	<p>Stewart</p> <p>PLC Leads</p>		<p>February Faculty Meeting 1- Training in the Key Characteristics of Quality</p>
<p>ut</p> <p>7</p>	<p>PLC Leads</p>		<p>Results shared with administration and PLC Leads</p> <p>Results shared via e-mail or staff drive</p>
<p>e</p> <p>g</p>	<p>Stewart/Michael</p> <p>PLC Leads</p>		<p>Learning Action Plan shared with admin</p>

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will have an overall growth rate of 64.5% (5% increase yearly) as measured in reading and mathematics proficiency on state KPI

Strategy	Activities	Measure of Success	Progress Monitoring
<p><b>Practice:</b> 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"> <li>● assessment of higher order skills</li> <li>● high fidelity of items</li> <li>● rigorous standards</li> <li>● sensitive and valuable.</li> </ul>	<p>Measured through assessment with summative assessments the assessment</p>
<p><b>Process:</b> 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><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Assessment tools and resources</li> <li>● Data tracking tools and resources</li> <li>● EduClimber DNA               <ul style="list-style-type: none"> <li>○ Professional Learning</li> </ul> </li> </ul>	<p>Success will look like a triangular analysis of student performance in order to gauge student growth, achievement, and develop student interventions based off of student achievement.</p>	<p>Data tool (e.g. EduClimber da utilized by teachers and administrators during PLC</p> <p>Administrators will compare K results</p>
<p><b>Practice:</b> 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</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>are not meeting learning expectations in the instructional core. (e.g. ELA: running records, anecdotal notes, fluency comprehension, intervention programs)</p> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>● <b>Rtl Training</b></li> <li>● <b>EduClimber and DNA</b></li> </ul> <p>Intervention Programs</p> <ul style="list-style-type: none"> <li>● <b>ST Math</b></li> <li>● <b>Lexia</b></li> <li>● <b>READ 180</b></li> </ul>	<p>Quarterly Awards</p> <p>Data Analysis in PLC</p>	<p>Data Analysis in PLC</p>
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**How we are successful when:**

**Tools we use are:**

	<b>Who is on point?</b>	<b>By When?</b>	<b>How Communicated?</b>
All data points to	Maines 5/6th grades Michael Grades 3/4		
1 data	Maines 5/6th grades		

nds	Michael Grades 3/4		
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### Comprehensive Support and Improvement (CSI) Schools

Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for CSI. Upon completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the school audit. The Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and achievement; (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school improvement plan, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement activities; (3) all interventions must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the Commissioner of Education for final approval.

(2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the Turnaround Plan, Comprehensive Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence-based practices implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of the evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements for "Evidence-based Practices" resource available on KDE's [Evidence-based Practices website](#).

Document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional evidence.

Activity	Evidence Citation
	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first - fourth grade: theory to practice. <i>Journal of Literacy Education</i> , 2(2), 117-126.
	Minor, V. Ten Years Later: Personal Reflections on Returning Home. Kagan Online Magazine, Issue #58. San Clemente, CA: Kagan Publishing. <a href="http://www.KaganOnline.com">www.KaganOnline.com</a>

	WWC Intervention Report, Lexia Reading. June (2019). Retrieved from: <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf</a>
on Supports	Madigan, Kathleen, et al. "Association between Schoolwide Positive Behavioral Interventions and Supports and Achievement: a 9-Year Evaluation." <i>Educational Research and Evaluation</i> , vol. 22, no. 7-8, 2016, pp. 402–421., doi:10.1080/13803611.2016.1256783.
cies (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 <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> .
	Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). Reading and Writing: An Interdisciplinary Journal, 23(1), 1109–1129. Retrieved from: <a href="https://eric.ed.gov/?id=EJ898468">https://eric.ed.gov/?id=EJ898468</a>
	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.
	Wendt, S., Rice, J., & Nakamoto, J. (2018). A Cross-State Evaluation of MIND Research Institute's ST Math Program and Math Performance. <a href="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">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</a>
	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 <a href="http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf">http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf</a>
	K-5 Math Intervention and Response to Intervention[Scholarly project]. (2017, May). In Hanover Research. Retrieved from <a href="https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment_documents/K-5_Math_Instruction_and_Response_to_Intervention.pdf">https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment_documents/K-5_Math_Instruction_and_Response_to_Intervention.pdf</a>
	Mayfield, V. M., & Garrison-Wade, D. (2015, July). Culturally responsive practices as whole school reform. Retrieved December 3, 2019, from <a href="https://files.eric.ed.gov/fulltext/EJ1069396.pdf">https://files.eric.ed.gov/fulltext/EJ1069396.pdf</a> .