Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.)*.

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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
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
By 2021, we will increase the number of students scoring Proficient
In reading from 43.1% to 63.1%
In math from 35.4% to 60.4%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2020-21 school year the percentage of students scoring proficient in reading will increase from 43.1% to 53.13% *(48 students)*, and the percentage of students scoring proficient in math will increase from 35.4% to 50.4% *(62 students)*. (Data is from 18-19)	Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and the such data is reviewed for analysis of strategy and program improvements	Teachers complete CCI Level 1 Training Teachers prepare classroom systems that includes 8 steps Students participate in classroom system using quality tools (i.e. plus/delta, affinity charts, consensograms, ways we learn strategies)	Learning reflections, self-assessments PLC, learning walk data Classroom PDSA during Learning Walks, Student Surveys	30-60-90 Monthly by committee & administrative team	$100 per teacher
	Ensure that vertical curriculum mapping is occurring between 2nd/3rd and 5th/6th to identify instructional gaps, including planning for the introduction of the standard, development, and gradual release phases, and arrival at standards mastery.	2nd/3rd & 5th/6th grade teachers will meet one Wednesday per month to review reading, writing and math deconstructed standards and gain a deeper understanding of vertical standards. All teachers will plan for introduction and mastery of standards.	Revised curriculum documents, PLC & Goal Team Documents Revised curriculum documents, PLC & Goal Team Documents	30-60-90 Monthly by committee & administrative team	$0 Time of teachers

2: Separate Academic Indicator

Goal 2 Goal 2 (*State your separate academic indicator goal*):

By 2021, we will increase proficiency in:
- *Science from 17.5 to 40%*
- *Social studies P/D from 52.3% to 70%*
- *Writing P/D from 29.8 to 45%*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2020-21 school year the percentage of students scoring proficient in science will increase from 17.5 % to 30% (50 students).	Develop a tracking system for monitoring of student achievement progress by learning targets and by standard.	Professional learning for teachers and review of curriculum documents for clarity.	PLC/PDSA Documents Assessments in Google	30-60-90 Monthly by committee & administrative team	$0
Objective 2 During the 2020-21 school year the percentage of students scoring proficient/distinguished in social studies will increase from 52.3 % to 58% (102 students).	Develop a tracking system for monitoring of student achievement progress by learning targets and by standard.	Professional learning for teachers and review of curriculum documents for clarity.	PLC/PDSA Documents Assessments in Google	30-60-90 Monthly by committee & administrative team	$0

Objective 3 During the 2020-21 school year the percentage of students scoring proficient/distinguished in writing from 29.8 to 35% (62 students).	Ensure ongoing professional development in the area of best practice instructional strategies for writing	Teachers will learn about best practice strategies for students that are economically disadvantaged. Students will implement best practice strategies	Curriculum Documents, PLC Discussion and Documents Student Plus/Delta, KPREP Data	30-60-90 Monthly by committee & administrative team Monthly student writing sample data	$0

3: Achievement Gap

Goal 3 (State your achievement gap goal:
By 2021, we will decrease the number of Students with Disabilities scoring Novice
- *In reading from 51.1% to 20%*
- *In math from 43.6% to 15%*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2018-19 school year the percentage of students with disabilities scoring novice in reading will decrease from 51.1% to 35.3%, and the percentage of students with disabilities scoring novice in math will decrease from 43.6% to 32.6%.	Plan for and implement active student engagement strategies	Teachers and students will implement engagement strategies	Student & Teacher Plus/Delta, PLC documents	30-60-90 Monthly by committee & administrative team	$1,000
	Enable students to develop leadership roles within the classroom.	Teachers complete CCI Level 1 Training Teachers prepare classroom systems that includes 8 steps Students participate in classroom system using quality tools (i.e. plus/delta, affinity charts, consensograms, ways we learn strategies)	Learning reflections, self-assessments PLC, learning walk data Classroom PDSA during Learning Walks, Student Surveys	30-60-90 Monthly by committee & administrative team	$100 per teacher

4: Growth

Goal 4 (*State your Growth goal*):
By 2021, we will increase the percentage of students moving at least one scoring category:
In reading from 17% to 32%.
In math from 18% to 33%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2018-19 school year the percentage of students moving at least one scoring category in reading will increase from 17% to 22% (113 students) and the percentage of students moving at least one scoring category in math will increase from 18% to 23% (118 students)	Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs,/strategies, SMART goal measurement, and progress monitoring checks.	Intervention team develops a clear plan with documents and tools\n\nProfessional learning to support the use of the tools and documents to implement\n\nMTSS Implement MTSS process with fidelity	Documents developed for MTSS process\n\nPLC documents, agendas, Google Classroom\n\nLearning walks/walkthroughs,	30-60-90 Monthly by committee & administrative team	$0 Time of Intervention Team
	Refine school-wide positive behavioral and Interventions supports (PBIS) system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.	Develop a clear Behavior Plan that includes information from PBIS, Student Handbook, Family/Student/School Compact\n\nDevelop and provide professional learning for student self-monitoring and immediate feedback\n\nImplement all parts of the PBIS system with fidelity	Documents developed and shared with community via school website and DoJo\n\nPLC documents, agendas, Google Classroom\n\nLearning walks/walkthroughs, PBIS Systems Checks (ABRI)	30-60-90 Monthly by committee & administrative team	$0 Time of Intervention Team and PBIS (Growth Goal) Team

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:**   Our school has improved our school leadership through increased opportunities. Systems have been developed, implemented and revised through the school leadership team.

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:**   Please see attached documents.

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 in strategies specific to students that are economically disadvantaged	Jensen, Payne	☒
Empower students to have a voice in their learning	Shipley	☒
		☐
		☐
		☐

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:

Principal Signature : _____Charlotte Arvin_____   **Approval Date:_____11/13/20_____**

Asst. Principal Signature : ___Brooke Young_____   **Approval Date:_____11/13/20_____**

Counselor Signature : ___Renae Wainscott_____ _____   **Approval Date:_11/13/2020_____**

SBDM Council Signatures:

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Brittany Gilbert 11/16/2020	

SBDM Approval Date:____November 16, 2020__

Leadership Team Signatures:

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Team Approval Date:_____November 13, 2020_____