# 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.

**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.): *By 2021, Cawood Elementary will increase both Reading and Math percentages of proficient/distinguished students for elementary and middle school students. Elementary Reading target of 79.2; Middle School reading target has been set for 65.19;Elementary Math target has been set for 67.36;Middle School Math target has been set for 49.54 by 2020/2021.* |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 By 2020,Cawood Elementary School will demonstrate proficiency in Reading by increasing Elementary Reading from an actual score of 76.9 to the target score of 78.05. Middle school Reading will increase from an actual score of 63.3 to the target score of 64.25Objective 2 By 2020,Cawood Elementary School will demonstrate proficiency in Math by increasing Elementary Math from an actual score of 65.4 to the target score of 66.8 Middle School Math will increase from an actual score of 48.1 to the target score of 48.82. | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. |  |  |  |  |
| All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) results to assess weaker areas of the curriculum and create or adjust lesson plans and classroom size to address those weaker areas, specifically reading and math. The classroom needs to lower the student-teacher ratio which would allow for more one-on-one interaction in the areas of reading and math. This data was confirmed by diagnostic data from progress monitoring, specifically STAR reading and math results. |  | Aug 2019- May 2020 | 0 |
|  | All administrators, teachers, and support staff will attend professional development provided by the school and/or district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff and should be aligned with their specific Professional Growth Plan. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans. Professional Development can be done afterschool, on-line, during the summer, and designated district professional development days. |  | Aug 2019- May 2020 | 00 |
| The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to RtI/KSI processes based on data, if needed |  | Aug 2019- May 2020 | 0 |
|  | Students that are identified as potential P/D will receive extra math or language arts instruction from the Gear Up, ESS Tutor and/or Academic Specialist with a focus on the targeted grades of 3-8. These interventions are during the regular instructional day and take place during non-core academic classes |  | Aug 2019- May 2020 | Gear Up-ESS |
| The Save the Children Coordinator will identify students in grades K-5 that meet requirements for their reading program. This intervention will take place daily and will be monitored thru the Save the Children Program. |  | Aug 2019- May 2020 | Save the Children |
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## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): *By 2020/2021, Cawood Elementary will increase Social Studies ,Science, and Writing percentages of proficient/distinguished students for elementary and middle school students. Elementary Social Studies target score has been set for 83.74; Middle School Social Studies target score has been set for 85.8; Elementary Writing delivery target has been set for 35.43; Middle School Writing delivery target has been set for 13.43; Elementary School Science target score has been set for 53.05; Middle School Science target score has been set for 62.52.* |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 By 2020, Cawood Elementary School will demonstrate proficiency in Social Studies by increasing Elementary Social Studies from an actual score of 81.3 to the target score of 82.5; Middle school Social Studies will increase from an actual score of 83.3 to the target score of 84.55.  | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. |  |  |  |  |
| In social studies, the Gifted and Talented program’s research curriculum is based on the theme of exploration and incorporates various explorers and their contributions/findings.  Fourth and Eighth grade NTI Days 1-5 are all thematically based on history, geography, and culture.   |  | Aug 2019- May 2020 | 0 |
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| Objective 2 By 2020, Cawood Elementary School will demonstrate proficiency in Writing by increasing Elementary Writing from an actual score of 34.4 to the target score of 34.95; Middle School Writing will increase from an actual score of 13.3 to the target score of 13.23. | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. | Teachers in grades K-5 will implement Being A Writer, a program from the Center For Collaborative Classroom, into daily instruction. Teachers will use online tools to further their understanding of this instruction. Teachers may access videos and other online programs as needed for guidance and or instruction. Students who are identified, as struggling writers via program assessments, will be paired with more proficient students to improve on grade level writing skills. Teachers including SPED will continue to model writing and implement writing across the curriculum, writing in the content |  | Aug 2019- May 2020 | 0 |
| Teachers in grades K-8 will implement and follow the district developed curriculum alignment for language arts. |  |  | 0 |
|  | Teachers in grades K-8 will attend Professional Learning Trainings, provided at Central Office, throughout the year. |  |  | Striving Readers Grant |
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| Objective 3 By 2020,Cawood Elementary School will demonstrate proficiency in Science by increasing Elementary from an actual score of 51.5 to the target score of 52.27; Middle from an actual score of 60.7 to the target score of 61.11 | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. | The school has adopted and will use with fidelity the McGraw-Hill Integrated Science, courses 1-3 in grades 6th thru 8. Saxon Math, Harcourt Math, and Go Math are utilized as supplemental math program and also focuses on STEM activities. |  | Aug 2019- May 2020 | 0 |

## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.): Increase the reading and math proficiency rates for all students in the Gap Group, non-duplicated (Homeless) : Elementary school math from 62.1 to 63.96, Middle school from 50.0 to 51.5; Elementary school reading from 78.3 to 80.65, Middle school reading from 62.1to 63.96 in 2021.. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 By 2020, Collaborate to maintain and/or increase the averaged reading and math proficiency ratings in the non-duplicated gap group (homeless) in elementary math from the actual score of 62.1 % to the target score of 63.03% and in middle school math from an actual score 50.0% to 50.75 %; elementary reading actual score of 78.3% to 79.47%, middle school reading from actual score 62.1% to 63.03% by 05/31/2020 as measured by KPREP | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. |  |  |  |  |
| Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years. |  | Aug 2019- May 2020 | 0 |
|  | All teachers, which includes Title I and special education teachers, will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles and will keep progress monitoring results |  | Aug 2019- May 2020 | 0 |
| All teachers will utilize Renaissance Software Programs in order to supplement reading and mathematics achievement by providing assessments and extra practice for all students. Programs included STAR Early Literacy, STAR Reading, STAR Math, and Accelerated Reader. |  | Aug 2019- May 2020 | District Funds 5000 |
|  | The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to RtI/KSI processes based on data, if needed |  | Aug 2019- May 2020 | 0 |
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## 4: Growth

| Goal 4 (State your growth goal.): By 2021, Cawood Elementary will increase the combined (reading and math) percentage of proficient/distinguished from 89.1 to 91.77% (elementary) and from 75 to 77.25% (middle). |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 By 2020, Cawood Elementary will demonstrate a proficiency by maintaining or exceeding the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for Elementary to 90.44 % and increase the Combined Reading and Math Middle School Score to76.02% by 05/15/2020 as measured by K-Prep. | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction |  |  |  |  |
| All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) results to assess weaker areas of the curriculum and create or adjust lesson plans to address those weaker areas, specifically reading and math | KYPREP Scores | Aug 2019- May 2020 | Distirct |
|  | All administrators, teachers, and support staff will attend professional development provided by the school and/or district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff and should be aligned with their specific Professional Growth Plan. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments,Kentucky Framework for Teaching and Needs identified in Professional Growth Plans. Professional Development can be done afterschool, on-line, during the summer, and designated district. | KYPREP Scores | Aug 2019- May 2020 | 0 |
| The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to RtI/KSI processes based on data, if needed | KYPREP Scores | Aug 2019- May 2020 | 0 |
|  | Students that are identified as potential P/D will receive extra math or language arts instruction from the ESS tutor, Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 3-8. These interventions are during the regular instructional day and take place during non-core academic classes. | KYPREP Scores | Aug 2019- May 2020 |  |
| Students in grade K-5 that meet required scores will receive extra reading practice daily with progress monitoring, with the Save the Children Coordinator and assistant. | KYPREP Scores | Aug 2019- May 2020 | Save the Children Grant |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): By May 2021, Cawood Elementary School will increase the percentage of students in grades 5 and 8, scoring at or above proficiency by at least 3% in all content areas on the 2020-2021 KPREP assessment |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 By May 2020, Cawood Elementary School will increase the percentage of students in grades 5 and 8, scoring at or above proficiency by at least 1.5% in all content areas on the 2019-2020 KPREP assessment. | Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction |  |  |  |  |
| The school guidance counselor will support and promote student learning by monitoring individual learning plans (ILP) for students in grades 6-8. These plans will assist students in planning their education and career needs. The counselor, Gear Up personnel and practical living/vocational studies teachers will use the KPREP test results and Career Cruising to assist in the development of the ILP. The ILP will assist counselors and teachers in identifying students in need of intervention. | KYPREP Scores | Aug 2019- May 2020 | District |
|  | The school guidance counselor, Gear Up Personnel and 8th grade teachers will utilize the K-PREP results to assist 8th grade students in making course selections for high school. | KYPREP Scores | Aug 2019- May 2020 | 0 |
| Gear Up Personnel will share and advise students on various colleges. Teachers will display college information from the institute in which they attended as well as the name and type of degree they received | KYPREP Scores | Aug 2019- May 2020 | 0 |
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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** |
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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** |
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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** |
| --- | --- | --- |
| 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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