

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.

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
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Shearer Elementary will increase its combined reading and math proficiency goal from 56.6 to 63.4 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Shearer will increase the percentage of students scoring proficient and distinguished in reading from 53% to 55.1% by 2021.</p>	KCWP 2: Design and Deliver Instruction	All classroom teachers continue to receive training in the use of Fountas & Pinnell curriculum; increased amount of small group reading instruction to allow for more differentiation (when possible); teachers also received training in and helped develop new reading pacing guides	MAP scores; Guided Reading Levels--using Fountas & Pinnell (which also checks for comprehension)	A goal of three times yearly after MAP assessments in September, January, and April. Students will be assessed three times a year using Fountas & Pinnell Benchmark assessments to determine guided level reading progression.	not applicable
<p>Objective 2</p> <p>Shearer will increase the percentage of students scoring proficient and distinguished in math from 46.4% to 48.8% by 2021.</p>	KCWP 2: Design and Deliver Instruction	Increase the amount of time for math instruction through set Tier II times allowing for effective grouping and differentiation by the classroom teachers and giving teachers time to push students to higher levels of understanding to ensure all student needs are being met by the classroom teacher, interventionists, and other support staff; teachers also received training in and helped develop new math pacing guides	MAP scores, and benchmark and topic tests; IXL scores	Three times yearly after MAP assessments in September, January, and April.	not applicable

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Shearer will increase its separate academic indicator (science) from 26.8 to 46.8 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy Standards	Review new science standards during staff meetings and/or PLCs	Science benchmark assessments	Goal of three times yearly	not applicable
Shearer will increase science proficient and distinguished scores from 26.8% to 30.1% by 2021.	KCWP 2: Design and Deliver Instruction	Lesson plans based on “Uncovering Student Ideas in Science” teacher editions	Science benchmark assessments	Goal of hree times yearly	not applicable

3: Achievement Gap

Goal 3 (State your achievement gap goal.): 1. Shearer will increase the % of students with disabilities scoring proficient/distinguished in reading from 31.6 to 50.3 by 2025. 2. Shearer will increase the % of free/reduced lunch students scoring proficient/distinguished in reading from 37.6 to 54.6 by 2025. 3. Shearer will increase the % of students with disabilities scoring proficient/distinguished in math from 15.8 to 38.8 by 2025. 4. Shearer will increase the % of free/reduced lunch students scoring proficient/distinguished in math from 31.7 to 50.3 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Shearer will increase the percentage of free/reduced lunch students scoring proficient and distinguished in reading from 37.6 % to 40.4% in 2021.	KCWP 3: Design and Deliver Assessment Literacy	The use of Fountas & Pinnell small group reading lessons and interactive read alouds; increased Tier II and III instruction time and student differentiation based on Guided Reading Levels using the Leveled Literacy Instruction from Fountas & Pinnell	Increase in proficient and distinguished scores in MAP, GRLs, and K-Prep.	A goal of three times yearly after MAP assessments in September, January, and April. Students will be assessed three times a year using Fountas & Pinnell Benchmark assessment to determine guided level reading progression.	not applicable
Objective 2 Shearer will increase the percentage of free/reduced lunch students scoring proficient and distinguished in math from 31.7% to 34.8% in 2021.	KCWP 5: Design, Align, and deliver support	RTI for math that includes IXL assessments (3rd and 4th grade) to diagnose specific deficits in math skills.	Increase in proficient and distinguished scores in MAP math assessments as well as topic and benchmark tests.	A goal of three times yearly after MAP assessments in September, January, and April.	not applicable
		Students scoring in the bottom ten percent on MAP will be given the Advantage Math Recovery (AVMR) assessment to identify their individual areas of need. Students will be placed in RTI tiered groups as needed. Students in Tier III will receive direct instruction through concrete, semi-concrete, and abstract thinking direct instruction.	Increase in MAP scores to close the learning gap and increase levels and constructs on the AVMR assessments along with increasing fluency levels on the KCM Fluency assessments.	Students in RTI will be progress monitored using the KCM Fluency assessments along with AVMR assessments.	MAF grant
		Kentucky Center for Mathematics (KCM) Interventionist will co-teach in the 2nd & 3rd grade collaborative	Increase in proficient and distinguished scores in MAP math assessments as well as	A goal of three times yearly after MAP assessments in September, January, and April.	MAF grant

		class using KCM strategies and processes	topic and benchmark tests.		
	KCWP 4: Review, Analyze, Apply Data Results	Professional Learning Communities (PLCs) used to monitor students' progress on benchmark assessments, MAP tests, and informal assessments throughout the year to create action plans to address students' deficits.	Increase in GROWTH scores on KPREP	PLCs held once a week. PLC Monitoring meetings held once a month.	not applicable
Objective 3 Shearer will increase the percentage of special education students scoring proficient and distinguished in reading from 31.6% to 34% in 2021.	KCWP 2: Design and Deliver instruction	The use of Fountas & Pinnell small group reading lessons and interactive read alouds; increased Tier II and III small group instruction time and student differentiation based on Guided Reading Levels	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	not applicable
	KCWP 2: Design and Deliver instruction	Special Education teachers and assistants co-teaching in collaborative classes, creating smaller group sizes.	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	not applicable
Objective 4 Shearer will increase the percentage of special education students scoring proficient and distinguished in math from 15.8% to 19.6% in 2021.	KCWP 2: Design and Deliver instruction	Differentiated instruction and/or small group instruction by regular classroom teacher, LBD teacher, and interventionists; use of online resources (ex. IXL) to provide remediation	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	MAF grant
	KCWP 2: Design and Deliver instruction	Special Education teachers and assistants co-teaching in collaborative classes, creating smaller group sizes.	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	not applicable

4: Growth

Goal 4 (State your growth goal.): Shearer will increase growth on K-Prep from 16.4 to 30 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Shearer will increase reading and math growth on K-Prep from 16.4 to 20 by 2021.	KWCP 2:Design and Deliver instruction	The use of Fountas & Pinnell small group reading lessons and interactive read alouds. Increase student differentiation based on Guided Reading Levels.	Increase in proficient and distinguished scores in MAP and GRLs. Increase growth score on K-Prep.	A goal of three times yearly after MAP assessments in September, January, and April. Students will be assessed three times a year using Fountas & Pinnell Benchmark assessment to determine guided level reading progression.	not applicable
		Use of training in KASC to better understand the Standard for Mathematical Practice will increase students' critical thinking of math concepts through both whole group and small group instruction. Two teachers a year will be trained through the MAF with the Kentucky Center of Mathematics leading to better teacher and student understanding of mathematics.	Increased proficiency on benchmark and topic tests and MAP testing. Increase growth on K-Prep.	A goal of three times yearly after MAP testing in September, January, and April	MAF grant
	KCWP 4: Review, Analyze, Apply Data Results	Professional Learning Communities (PLCs) used to monitor students' progress on benchmark assessments, MAP tests, and informal assessments throughout the year to create action plans to address students' deficits.	Increase in GROWTH scores on KPREP	PLCs held once a week. PLC Monitoring meetings held once a month.	not applicable

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Shearer will increase the percentage of students scoring proficient/distinguished in reading and math on MAP testing from second to third grades.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Shearer will increase the percentage of students scoring proficient and distinguished on the MAP reading assessment from 33% to 38%.	KCWP 2: Design and Deliver Instruction	Increased Tier II and III instruction time, Fountas & Pinnell small group reading lessons	spring MAP reading	Three times yearly after MAP assessments in September, January, and April; during grade level PLCs	not applicable
	KCWP 5: Design, Align, and Deliver Support	More small group and individual instruction with the addition of (2) K-2 assistants	spring MAP reading	Three times yearly after MAP assessments in September, January, and April; during grade level PLCs	Title I
	KCWP 2: Design and Deliver instruction	Special Education teachers and assistants co-teaching in collaborative classes, creating smaller group sizes.	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	not applicable
Objective 2 Shearer will increase the percentage of students scoring proficient and distinguished on the MAP math assessment from 46% to 51%.	KCWP 5: Design, Align, and Deliver Support	More small group and individual instruction with the addition of (2) K-2 assistants	spring MAP math	Three times yearly after MAP assessments in September, January, and April; during grade level PLCs	Title I
	KCWP 2: Design and Deliver instruction	Special Education teachers and assistants co-teaching in collaborative classes, creating smaller group sizes.	Reduction in percentage of students scoring novice on MAP and K-Prep assessments.	Three times yearly	not applicable
		Kentucky Center for Mathematics (KCM) Interventionist co-teaches in a 2nd grade class for 20-30 minutes per day using KCM strategies and processes	Increase in proficient and distinguished scores in MAP math assessments as well as topic and benchmark tests.	A goal of three times yearly after MAP assessments in September, January, and April.	MAF grant

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Parental Involvement and student support

Goal 7 (State your separate goal.): Shearer will increase parental involvement throughout the 2020-2021 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Shearer will increase parental involvement using various activities throughout the school year in collaboration with the Shearer Family Resource Center to 50%.	KCWP 6: Establishing Learning Culture and Environment	The Shearer Family Resource Center (FRC) will collaborate with staff, parents, and various community agencies to develop programs that engage families and encourage participation. Family Nights, Title I (open house) Nights, Readifest, and events targeted to engage specific 'student associated' demographics such as Grandparents Day, pre-K events, and K Readifest.	Sign in sheets, collaboration with teachers and school, number of volunteers signed in to help for various activities.	Twice per year--mid year and year end.	not applicable
	KCWP 6: Establishing Learning Culture and Environment	parent-teacher conferences (minimum of) twice yearly in the Fall and Spring	Conference signature sheets and sign in logs.	Twice per year--mid year and year end.	not applicable

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:

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:

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.	<input checked="" type="checkbox"/>
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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:

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
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