

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
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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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 2020 increase the proficiency to 75% from 42.1 % for math in 2019*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2020 school year, 72% of all students will be scoring at the proficiency level in math.	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction(Before, During, and After) iReady pathway	Data in PLC's Weekly formatives Standards Mastery Assessments		\$0

Goal 1 (State your proficiency goal.): <i>By 2020 increase the proficiency to 75% from 42.1 % for math in 2019</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we ___")			\$0
	KCWP 3: Design and Deliver Assessment Literacy	Classroom usage of reseach based programs such as IXL, AR, iReady, common lit, Read Works, Scholastics	PDSA, observations		\$0
		More teacher implementation of Continuous Cohort Improvement (CCI)			District
	KCWP 4: Review, Analyze and Apply Data	iReady Diagnostics 3x per year	3x per year with iReady Diagnostics		\$19250
		Learning Lab/ RtI (Math and Reading STAR)	3x per year with iReady Diagnostics		\$19250
		CCI	PDSA		\$19250
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 20223 increase Science Scores from 22% to 52%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2020 school year, 30 % of all students will be scoring at the proficiency level for science	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction(Before, During, and After)	Data in PLC's Weekly formatives Standards Mastery Assessments		\$0
		Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we ___")	Data in PLC's Weekly formatives Standards Mastery Assessments		\$0
	KCWP 3: Design and Deliver Assessment Literacy	More teacher implementation of Continuous Cohort Improvement (CCI)	PDSA, observations		District
	KCWP 4: Review, Analyze and Apply Data	CCI	PDSA		District
Objective 2					

3: Achievement Gap

Goal 3 (State your achievement gap goal.):BY the end of 2023 school year our goal is to close the achievement gap between students with disabilities and students without disabilities					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In 18-19 45% of students with IEP scored novice in the area of reading. For the 19-20 school year our goal is 39%.	#2 Desgin and Deliver Instruction	Both reading and math will use iReady resources, assessments, and diagnostics (individualized instrcution)	Data in PLC's Weekly formatives Standards Mastery Assessments		
		Flocuabulary	Data in PLC's Weekly formatives Standards Mastery Assessments		
		Read 180 for students with IEP	Data in PLC's Weekly formatives Standards Mastery Assessments		
		IXL for math students	Data in PLC's Weekly formatives Standards Mastery Assessments		
		Common Lit for reading	Data in PLC's Weekly formatives Standards Mastery Assessments		
		Student Intervention (ESS Waiver)	Data in PLC's Weekly formatives Standards Mastery Assessments		
		Testing Strategies consistant across all classrooms (RACER, CUBE)	Data in PLC's Weekly formatives Standards Mastery Assessments		
Objective 2 In 18-19 40% of students with IEP scored novice in the area of math. For the 19-20 school year our goal is 35 %.		Success criteria being used in each classroom	Data in PLC's Weekly formatives Standards Mastery Assessments		

Goal 3 (State your achievement gap goal.):BY the end of 2023 school year our goal is to close the achievement gap between students with disabilities and students without disabilities					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	#4 Review, Analyze, and Apply Data Results	RtI STAR time spent with case manager to review goals and data. A time for students to also self assess.	Data in PLC's Weekly formative Standards Mastery Assessments		
		Both reading and math will use iReady resources, assessments, and diagnostics	Data in PLC's Weekly formative Standards Mastery Assessments		
		Read 180 for students with IEP	Data in PLC's Weekly formative Standards Mastery Assessments		
		IXL for social studies students	Data in PLC's Weekly formative Standards Mastery Assessments		
		Common Lit for reading	Data in PLC's Weekly formative Standards Mastery Assessments		
		Student Led Conferenced	Data in PLC's Weekly formative Standards Mastery Assessments		
		CCI being implemented in all reading and resource classrooms	Data in PLC's Weekly formative Standards Mastery Assessments		
		Success criteria being used in each classroom	Data in PLC's Weekly formative Standards Mastery Assessments		

4: Growth

Goal 4 (State your growth goal.): By 2023 increase growth score from 56.7% to 75 %					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2020 school we will work to increase our growth score to 62% from 56.7%	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction(Before, During, and After) iReady pathway	Data in PLC's Weekly formatives Standards Mastery Assessments		\$0 \$0 \$19250
		Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____")	Classroom observations		\$0
	KCWP 3: Design and Deliver Assessment Literacy	Classroom usage of programs such as IXL, AR, iReady			\$19250 \$4000
		Continuous Cohort Improvement (CCI)	PDSA		District
	KCWP 4: Review, Analyze and Apply Data	iReady Diagnostics 3x per year			\$19250
		CCI	PDSA		District
			Learning Lab/ RtI (Math and Reading STAR)	3x per year with iReady	
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

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

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
<p>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?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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.

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11012019_11:19

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Clark-Moores Middle School

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Richmond, Kentucky, 40475
United States of America

Last Modified: 11/25/2019

Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, 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.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Attachment Name

 [19-20 CMMS CSIP Goals and Plans](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 CMMS CSIP Goals and Plans		•