

# 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

### 1: Proficiency Goal

<b>Goal 1: Mount Sterling Elementary will increase proficiency in reading from 31.3% to 43.3% and increase proficiency in math from 20.3% to 32.3% by the year 2025.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Demonstrate an increase in proficiency from 31.3% in 2020 to 34.3% in 2021 as measured by Reading on KPREP.	<b>Strategy 1:</b>  <b>MSE teachers will utilize guided reading to increase proficiency.</b>  <a href="#">KCWP 1: Design and Deploy Standards</a>  <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	<b>Activity - Progress monitoring</b> - This will consist of individual read-aloud with the teacher at individual student level.	Fluency, comprehension and words per minute check.	Ongoing	
		<b>Activity - Running Records</b> - student reads passage and their fluency and comprehension is examined.	Student move up levels based on reading performance	Three times per year or more as needed	
		<b>Activity - Lexia</b> - students work independently at their reading level.	Students move up levels based on mastery of skills.	Ongoing	
		<b>Activity - Stations</b> - teacher led to reinforce the skills needed for guided reading.	Exit slips, Formative assessments	Ongoing	
		<b>Activity - Curriculum Maps</b> - created and aligned to grade level standards in TNTs.	Completed curriculum maps	Monthly	
	<b>Strategy 2:</b>  <b>MSE teachers will work within TNTs to align and develop curriculum that is aligned to Kentucky Academic Standards.</b>  <a href="#">KCWP 1: Design and Deploy Standards</a>	<b>Activity - Deconstructing learning targets</b> - make learning targets more student friendly in PLCs.	Completion of unit targets	Weekly	
		<b>Activity - Assessments</b> - creation and tuning of unit assessments during PLCs.	Completion of unit assessments	Weekly	

	<a href="#">KCWP 2: Design and Deliver Instruction</a> <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	<b>Activity - Activity Tuning</b> - Activities examined during PLCs to check for alignment to standards.	Completion of activity tuning.	Weekly	
<b>Objective 2:</b> Demonstrate an increase in proficiency from 20.3% in 2020 to 23.3% in 2021 as measured by Mathematics on KPREP.	<b>Strategy 1:</b>  <b>MSE teachers will utilize guided math to increase proficiency.</b>  <a href="#">KCWP 1: Design and Deploy Standards</a> <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	<b>Activity - Small group</b> - mini lesson with small groups of students.	Exit slip, fact checks	Ongoing	
		<b>Activity - IXL</b> - students are assigned specific skills to master.	Smart score of 80 or more	ongoing	
		<b>Activity - Happy Numbers</b> - students assigned specific skills to master.	Mastery of skill - move up levels	ongoing	
		<b>Activity - Stations</b> - review center - students participate in reteaching activities	Mastery of retest	ongoing	
		<b>Activity - Learning Checks</b> - formative assessments to check for understanding of the standard	Display mastery of target	ongoing	
		<b>Activity - Fact Fluency</b> - two minute skills test	Move up level	ongoing	
	<b>Strategy 2:</b> <b>MSE teachers will work within TNTs to align and develop curriculum that is aligned to Kentucky Academic Standards.</b>  <a href="#">KCWP 1: Design and Deploy Standards</a> <a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Activity - Curriculum Maps</b> - created and aligned to grade level standards in TNTs.	Completed curriculum maps	Monthly	
		<b>Activity</b> - Deconstructing learning targets to make student friendly in PLCs.	Completion of unit targets	Weekly	
		<b>Activity - Assessments</b> - creation and tuning of unit assessments during PLCs.	Completion of unit assessments	Weekly	

	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	<b>Activity - Activity Tuning</b> - Activities examined during PLCS to check for alignment to standards.	Completion of activity tuning.	Weekly	
		<b>Activity - Curriculum Maps</b> - created and aligned to grade level standards in TNTs.	Completed curriculum maps	Monthly	

## 2: Separate Academic Indicator

**Goal 2: Mount Sterling Elementary School will increase proficiency in science from 31.8% to 43.8%, increase proficiency in social studies from 55.10% to 60.10% and increase proficiency in writing from 0% to 20% by the year 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Demonstrate an increase in proficiency from 31.8% in 2020 to 34.8% as measured by Science on KPREP in 2021.	<b>Strategy 1:</b>  <b>MSE teacher will increase their knowledge of the NGSS</b>  <a href="#">KCWP 1: Design and Deploy Standards</a>  <a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Activity - Implement Mystery Science</b> - to engage students in the inquiry process and exploration of the NGSS.	On going	-Formative assessments/Experiment understanding -Experiment Class Discussion	Per Year
		<b>Activity - Introduce students to the NGSS standard</b> - using Generation Genius to help students acquire knowledge of upcoming unit.	On going	-Class Discussion -Google Form or Paper Quizzes	Per Year
		<b>Activity - Simple Solutions</b> (4th grade)	Daily	-Daily grades -Weekly Quizzes	Per Year
		<b>Activity - Horizontal Planning</b>	Monthly	-Curriculum Map -Unit Plan Sheet	Free
		<b>Activity - Create a list of useful materials and resources</b> for all grade levels to implement.	On going	-Google Docs	Free
		<b>Strategy 2:</b>  <b>MSE teachers will provide and implement various resources and materials for</b>	<b>Activity - Vertical Planning</b>	Monthly	Deconstruct NGSS and create learning targets and activities for each unit

	<p><b>students to demonstrate proficiency and engage with grade level content in a meaningful way.</b></p> <p><a href="#">KCWP 1: Design and Deploy Standards</a></p> <p><a href="#">KCWP 2: Design and Deliver Instruction</a></p>	<p><b>Activity - Professional Development</b></p>	Monthly	<p>-NEED Science Conference</p> <p>-CKEC</p> <p>-KDE</p>	?
		<p><b>Activity - Provide students with opportunities to explain their learning in science.</b></p>	Weekly	<p>-Presentations</p> <p>-STEM Projects</p> <p>-Science Journals</p>	
<p><b>Objective 2:</b> Demonstrate an increase in proficiency from 55.1% in 2020 to 56.1% in 2021 as measured by Social Studies on KPREP.</p>	<p><b>Strategy 1:</b> <b>MSE teachers will increase their knowledge of the KAS for Social Studies.</b></p> <p><a href="#">KCWP 1: Design and Deploy Standards</a></p> <p><a href="#">KCWP 2: Design and Deliver Instruction</a></p>	<p><b>Activity - Vertical Planning -</b> between grade levels to better align instruction for students</p>	Deconstruct KAS for SS and create learning targets and activities for each unit	Monthly	Free
		<p><b>Activity - Professional Development</b> around the KY Academic Social Studies Standard</p>	Create grade-level appropriate units and assignments for each grade level	Each semester	Free
	<p><b>Strategy 2:</b> <b>Provide and implement various resources and materials for students to</b></p>	<p><b>Activity - Implement community opportunities -</b> to make learning relevant and meaningful.</p>	Community service projects	Quarterly	

	<p><b>demonstrate proficiency and engage with grade level content in a meaningful way.</b></p> <p>Key Core work processes that align to each strategy need to be listed. ex. <a href="#">KCWP 1: Design and Deploy Standards</a></p>	<p><b>Activity</b> - Implement the inquiry practices into instruction</p>	<p>Student ability to write an argument using primary and secondary sources and support with evidence</p>	<p>Monthly</p>	
		<p><b>Activity</b> - Create a list of useful materials and resources for all grade levels to implement (Studies Weekly, Simple Solutions, DBQ)</p>	<p>Student performance on: SS Quizzes Argument writing (DBQ and Inquiry)</p>	<p>Quizzes-weekly Argument writing-monthly</p>	
<p><b>Objective 3:</b> Demonstrate an increase in proficiency from 0% in 2020 to 5% in 2021 as measured by Writing on KPREP.</p>	<p><b>Strategy 1:</b>  <b>Provide students with multiple opportunities to write for authentic purposes in a variety of settings.</b></p> <p><a href="#">KCWP 1: Design and Deploy Standards</a></p> <p><a href="#">KCWP 2: Design and Deliver Instruction</a></p>	<p><b>Activity</b> - Work with CKEC on integrating various forms of writing to learn, to demonstrate learning, and to publish.</p>	<p><b>lesson plans and student samples</b></p>	<p><b>3 times per year</b></p>	
		<p><b>Activity</b> - Implement Writing by Design curriculum in all grades.</p>	<p><b>lesson plans and student pieces</b></p>	<p><b>weekly</b></p>	
		<p><b>Activity</b> - Create opportunities to incorporate writing across the content areas.</p>	<p><b>lesson plans and student samples</b></p>	<p><b>daily</b></p>	
	<p><b>Strategy 2:</b>  <b>Provide students with opportunities to demonstrate understanding</b></p>	<p><b>Activity</b> - Work with CKEC on integrating various forms of writing into the content areas.</p>	<p><b>lesson plans and student samples</b></p>	<p><b>3 times per year</b></p>	

	<p><b>of standards through writing.</b></p> <p><a href="#">KCWP 1: Design and Deploy Standards</a></p> <p><a href="#">KCWP 2: Design and Deliver Instruction</a></p>	<p><b>Activity</b> - Work with the district planning team to ensure that unit plans include some type of written reflection for all standards.</p>	<p><b>unit plan sheets, lesson plans, student samples</b></p>	<p><b>monthly</b></p>	
		<p><b>Activity</b> - Provide students with opportunities to explain their learning in all content areas.</p>	<p><b>lesson plans and student samples</b></p>	<p><b>daily</b></p>	



### 3: Achievement Gap

**Goal 3: Mount Sterling Elementary School will increase proficiency for students with disabilities in reading from 21.4% to 33.4% and increase proficiency in mathematics from 3.6% to 15.6% by the year 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Demonstrate an increase in proficiency for students with disabilities from 21.4% in 2020 to 23.4% in 2021 as measured by Reading on KPREP.	<b>Strategy 1:</b> School Wide Interventions - Staff at Mount Sterling Elementary will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring at the novice and level.  <a href="#">KCWP 4: Review, Analyze and Apply Data</a> <a href="#">KCWP 5: Design, Align and Deliver Support</a> <a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	<b>Activity</b> - Reading intervention with tier 2 and 3 students	Running Records, MAP Data	On going	
		<b>Activity</b> - Research based reading program/resource	Running Records, MAP Data	Monthly	
		<b>Activity</b> - Small group intervention in the classroom	Progress Monitoring/Formative Assessments	Every five lessons, ongoing	
		<b>Activity</b> - TNT meetings for collaboration with district employees	MAP Data, KPrep Data, Formative Assessments in classroom	On-going	
		<b>Activity</b> - Work with CKEC to effectively implement a co-teach model with departmentalized classrooms	Walk throughs	On-going	
		<b>Activity</b> - Revised SAT process-monthly to monitor progress and develop next steps	Aims Web	On going	
		<b>Activity</b> - Goal setting conference with students	Case 21 scores	on going	
<b>Objective 2:</b> Demonstrate an increase in proficiency for students with disabilities from 3.6% in	<b>Strategy 1:</b> School Wide Interventions - Staff at Mount Sterling Elementary will utilize various	<b>Activity</b> - Math intervention with tier 2 and 3 students	BVSD assessment data	On going	
		<b>Activity</b> - Small group intervention in the classroom/WIN time	MAP data, KPREP data	On going	

2020 to 5.6% in 2021 as measured by Math on KPREP.	<p>methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring at the novice and level.</p> <p><a href="#">KCWP 4: Review, Analyze and Apply Data</a>  <a href="#">KCWP 5: Design, Align and Deliver Support</a>  <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></p>	(Whatever I need) individualized intervention instruction for students.			
		<b>Activity</b> - Revised SAT process-monthly to monitor progress and develop next steps	Progress Monitoring	On going	
		<b>Activity</b> - TNT meetings for collaboration with district employees	MAP data, KPREP data, formative assessments	On going	
		<b>Activity</b> -CKEC Co-teach model	Walk through	On going	
		<b>Activity</b> - Goal setting conference with students	case 21	on going	

#### 4: Growth

**Goal 4: Mount Sterling Elementary school will reduce the percentage of students scoring novice from 31.3% to 23.8% in Reading and 29.7% 21.7% by the year 2025.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Students scoring novice in the category of Reading on KPREP will decrease from 31.3% in 2020 to 29.3% in 2021.	<b>Strategy 1:</b>  See Proficiency Strategy above	<b>Activity -</b> See Proficiency activities above			
<b>Objective 2:</b> Students scoring novice in the category of Math on KPREP will decrease from 29.7% in 2020 to 27.7% in 2021.	<b>Strategy 1:</b>  See Proficiency Strategy above	<b>Activity -</b> See Proficiency activities above			

## 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification Of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></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"/>
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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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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