

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.): <i>By the end of the 2023-24 school year:</i>					
<ul style="list-style-type: none"> 64.7% of students will score proficient or distinguished in reading; 38.2% of students will score proficient or distinguished in math. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: <i>By the end of the 2019-20 school year, 56.4% of students will score proficient/distinguished in reading.</i>	Implementation of high yield instructional reading strategies (example guided reading, literacy centers, literature circles, etc.) to procure a unique match that will propel student achievement.	Professional Learning on high yield strategies to engage learners in reading achievement. Assure that assessment data is used to benefit further student learning.	ACT Reading Benchmarks, Universal Screener Data Analysis, Mock ACT	Walk-through data, PLC data, Professional Learning Attendance	General Funds
	Assure consideration and addressment of non-academic barriers to learning.	FHS faculty and staff will be trained in techniques that will improve positive relationships with students through trauma informed instructional practices.	Mock ACT, ACT Reading Benchmarks, Decrease in Behavior Referrals	Walk-through data, PLC data, Professional Learning Attendance, Monthly Behavior Reports, Mock ACT Monitoring & Interventions, ACE	No Cost

	Develop a school culture of Growth Mindset that empowers students and teachers to achieve beyond initial perception of ability.	Further implementation of the KASC Growth Mindset Toolkit.	ACT Reading Benchmarks, Universal Screener Data Analysis, Mock ACT	Walk-through data, PLC data, Professional Learning Attendance, ACE	General Fund
Objective 2: <i>By the end of the 2019-20 school year, 23.6% of students will score proficient/distinguished in math.</i>	Implementation of high-yield and evidence-based instructional math strategies to procure a unique match that will propel student achievement.	Implementation of high yield and evidence based instructional math strategies (example guided math, numeracy centers, IXL, Simple Solutions, STEM, etc.) to procure a unique match that will propel student achievement.	ACT Reading Benchmarks, Universal Screener Data Analysis, Mock ACT, IXL Reports	Walk-through data, PLC data, Professional Learning Attendance	General Funds
	Assure consideration and addressment of non-academic barriers to learning.	FHS faculty and staff will be trained in techniques that will improve positive relationships with students through trauma informed instructional practices.	Mock ACT, ACT Reading Benchmarks, Decrease in Behavior Referrals	Walk-through data, PLC data, Professional Learning Attendance, Monthly Behavior Reports, Mock ACT Monitoring & Intervention	No Cost
	Continue to develop a school culture of Growth Mindset that empowers students and teachers to achieve beyond initial perception of ability.	Further implementation of the KASC Growth Mindset Toolkit with all schools.	ACT Reading Benchmarks, Universal Screener Data Analysis, Mock ACT	Meetings w/ Agendas	No Cost

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>By the end of the 2023-24 school year:</i> <ul style="list-style-type: none"> 40.3% of students will score proficient or distinguished in science; 68.4% of students will score proficient or distinguished in writing. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: <i>By the end of the 2019-20 school year, 26.2% of students will score proficient/distinguished in science.</i>	At the secondary level the focus will be on STEM Career Industry Initiatives.	Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. Provide science instructional lab kits to match deficiency areas	K-Prep and ACT Data will indicate proficiency increase.	Walk-through data, PLC data, Professional Learning Attendance	General Funds
		Provide professional learning that helps teachers build a classroom environment that encourages exploration, engagement, and explanations that foster long-term interest in math and science.	K-Prep and ACT Data will indicate proficiency increase.	Walk-through data, PLC data, Professional Learning Attendance	General Funds
	Ensure implementation of Long Range Plans, identify instructional gaps, and plan for the introduction of the standard, development and gradual release phases, to arrival at standards mastery with an emphasis on exploration with engineering and design components.	Science PLC will meet bi-weekly to review standards, assessments, and student progress from the implementation of the professional learning provided.	ACT Benchmarks, Summative Assessments, 30-60-90 Plans	Meeting Agendas, 30-60-90 Plans	No Cost
		Plan strategically in the selection of high yield instructional strategy usage within lessons at all grade level courses 9-12.	ACT Benchmarks, Summative Assessments	PLC data, Walk through data	General Funds
Objective 2: <i>By the end of the 2019-20 school year, 58% of students with F/R lunch will score proficient/distinguished in writing.</i>	Ensure writing instruction benefits from continuous use of high yield strategies.	Mock on-demand writing assessment	Data from Mock Assessments	PLC Agenda, Data from Mocks, Walk-through data, FHS Writing Plan	General Funds
		Analysis of data to guide needed instructional improvements to increase student success.	K- Prep ODW Scores	PLC Agenda, Data from Mocks, Walk-through data, FHS Writing Plan	General Funds

3: Achievement Gap

Goal 3 (State your achievement gap goal.): <i>By the end of the 2023-24 school year:</i> <ul style="list-style-type: none"> 62.8% of students with F/R lunch will score proficient or distinguished in reading; 37% of students with F/R lunch will score proficient or distinguished in math. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: <i>By the end of the 2019-20 school year, 54.1% of students with F/R lunch will score proficient/distinguished in reading.</i>	RTI systems will be in place and have focused targets for improvement in instructional strategies to impact desired outcome.	Ensure item analysis methods and data overviews are occurring within PLCs to evaluate instructional effectiveness and determine if instructional/schedule adjustments are needed, and if so, what those adjustments should be.	Common Assessment data, Student Failure Rates	PLC Notes, RTI meeting notes and progress data, walk through data, failure lists	General Fund
		Identify At-Risk students that need assistance in the areas of reading, writing, and math. The students will get assistance through ESS services and intervention within small groups.	ESS data, ACT Data, KYOTE Data	ESS data, ACT data, KYOTE Data	General Fund, ESS Funds
Objective 2: <i>By the end of the 2019-20 school year, 22.2% of students with F/R lunch will score proficient/distinguished in reading.</i>	Develop school culture supports, both academic and behavioral, to promote and support learning for all.	Create an At-Risk list for students who are struggling in the areas of math, reading, and writing. Assign these students to teachers for intervention who will provide academic, RTI Services for specific skill mastery.	Novice Reduction, i-Ready Data, Progress Monitoring for IEP Goals Data Failure Rates Behavior Referral Reduction, ESS data, PBIS data	IEP Goal Success, PLC Notes, Failure Reduction, Walk Through Data, Schedule Monitoring. Behavior Notes, ESS data	General Fund, IDEA Funding, ESS Funds
	The school will specify which data points inform modification to curriculum and instructional practices, including personnel schedule adjustments.	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in IEP plan development to enhance and promote a culture of/for learning the utilizes evidenced based structures.	Progress Monitoring for IEP Goals, Universal Screener data	Schedules, Accommodation Plans, Behavior Notes, PLC notes. Behavior Data	General Fund, IDEA Funding

4: Growth

Goal 4 (State your growth goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): <i>By the 2023-24 school year, 85% of students will graduate academic or career ready.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 80% of students will graduate academic or career ready.	FHS will refine specific processes to ensure appropriate academic interventions are taking place to meet the needs of all students within college or career pathways.	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Increase in Career Readiness, and Work Certifications. Increase in Academic Readiness, ACT Scores, KYOTE Scores	Dual Credit Career Pathway Credit/Certification ACT Benchmark, Data Work Ethic Seal/ Transcripts, ACE, KYOTE Data	General Fund Title I
		All students will be tracked by Cohort to indicate their Career Pathway and/or Academic Readiness.	Increase in Career Readiness, and Work Certifications. Increase in Academic Readiness.	Dual Credit Career Pathway Credit/Certification ACT Benchmark Data Work Ethic Seal/ Transcripts, ACE	General Fund Title I
Objective 2: FHS will explore alternative options for Dual Enrollment to meet the needs of the students by Fall 2020.	FHS will develop and expand Dual Credit via exploring alternative options for Dual Enrollment with local community and technical colleges.	Establish a line of communication between the district, school, and community college to explore alternative options for students to take Dual Enrollment courses with the local community and technical college.	Increased Dual Credit Earned, Increase in Transition Readiness Increase in Career Readiness	Enrollment of Students Evaluative Feedback from participants and partnering schools.	General Fund Title I

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Based on KDE graduation requirements, 98% of Fairview High School students will graduate within their four-year cohort by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 96.5% of FHS students will graduate within cohort requirements by spring of 2020.	FHS will refine specific processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	Implement purposeful scheduling to meet graduation requirements for all students.	Drop Out Rate will decrease.	ACT Benchmarks, Credit Recovery data, Failure Rate Data, Persistence to Graduation Report, Early Warning Reports. Attendance Data, ESS	General Fund Title II IDEA Funding, ESS Funds
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Graduation Rate 4 Year Cohort will increase.		
	Develop school culture supports, both academic and behavioral, to promote and support learning for all.	Create an At-Risk list for students who need academic assistance. Assign these students to ESS faculty or Gap Coordinator who are able to provide assistance in the areas of math, reading, and writing.	Drop Out Rate will decrease. Graduation Rate 4 Year Cohort will increase.	ACT Benchmarks, Credit Recovery data, Failure Rate Data, Persistence to Graduation Report, Early Warning Reports. Attendance Data, ESS Data	General Fund Title II IDEA Funding, ESS

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.

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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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