

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.): By 2024, 65.5% of Northview students will score Proficient/ Distinguished in Reading and 63.8% will score Proficient/ Distinguished in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By September 2020, 57.4% of Northview students will score P/D in reading as measured by the Kentucky state assessment.	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	Implement “Jan Plan” for guided reading strategies.	Effective small group reading strategies that is consistent among all teachers	Quarterly MAP, Common Assessments, KPREP	
		Implement Literacy Footprints	Support resources for small group instruction	Quarterly MAP, Common Assessments, KPREP	Title I, SBDM
		Reading Interventions	Small group, pull-out instructions for students below 25 th percentile (MAP) in Reading	Quarterly MAP, Common Assessments, KPREP	ESS
		Lexia –Supplemental Technology	Adaptive supplemental reading support for individual students	Quarterly MAP, Common Assessments, KPREP	Title I
		Investigating the possibility of purchasing Exact Path- growth tool.	N/A	N/A	N/A
		Objective 2: By September 2020, 55.2% of Northview students will score P/D in math as measured by the Kentucky state assessment.	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Support for math intervention students- small group pull out instruction.	Small group, pull- out instruction for students below 25 th percentile (MAP) in math.
Accelerated Math	Adaptive supplemental support for individual students	Quarterly MAP, Common Assessments, KPREP		Title 1, SBDM	
Investigating the possibility of supplemental technology programs to address math proficiency needs	N/A	N/A		N/A	
Investigating the possibility of purchasing Exact Path- growth tool	N/A	N/A		N/A	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2024, 55% of students will score Proficient/ Distinguished in Science; 80.1% in Social Studies; 60.9% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By September 2020, 44% of Northview students will score P/D in Science as measured by the Kentucky state assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teacher Networking Team Meetings	Collaborate Monthly to create common assessments, curriculum maps and share instructional strategies.	Quarterly MAP, Common Assessments, KPREP	
		STEMSCOPES Curriculum and Online Program	Supplemental Resource	Quarterly MAP, Common Assessments, KPREP	SBDM, Title I
		Science PD/ Training	Educate staff on available programs and implementation	Quarterly MAP, Common Assessments, KPREP	
		Generation Genius	Educate staff on available programs and implementation	Quarterly MAP, Common Assessments, KPREP	Title I
Objective 2: By September 2020, 75.4% of Northview students will score P/D in Social Studies as measured by the Kentucky state assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teacher Networking Team Meetings	Collaborate Monthly to create common assessments, curriculum maps and share instructional strategies.	Quarterly Common Assessments, KPREP	
		Study Island	Educate staff on available programs and implementation	Quarterly Common Assessments, KPREP	Title I, SBDM
		Social Studies PD/Training with CKEC and state	Educate staff on new revised and standards and implementation	Quarterly Common Assessments, KPREP	
Objective 3: By September 2020, 51.7% of Northview students will score P/D in Writing as measured by the Kentucky state assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teacher Networking Team Meetings	Collaborate Monthly to create common assessments, curriculum maps and share instructional strategies.	Quarterly Common Assessments, Winter and Spring Writing Scrimmages, KPREP	

Goal 2 (State your separate academic indicator goal.): By 2024, 55% of students will score Proficient/ Distinguished in Science; 80.1% in Social Studies; 60.9% in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data				

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Northview will increase the percentage of students scoring proficient and distinguished in each identified gap population.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Northview will increase the percentage of students scoring Proficient/Distinguished who qualify for Free/Reduced Meals in Reading from 48.7% to 51%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Northview will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester for the purpose of analyzing data and identifying additional strategies/interventions	2019-2020 KPREP	Quarterly MAP, Common Assessments, KPREP	District
		Northview has implemented a school-wide reteach and enrich time daily to target individual student reading needs. Tier 2 and 3 Reading Interventions.	2019-2020 KPREP	Quarterly MAP, Common Assessments, KPREP	
		Create and revise common assessments through TNT meetings that align with new/current standards. Analyze assessment results of the gap group (unit assessments, MAP/Universal Screeners)	2019-2020 KPREP	Quarterly MAP, Common Assessments, KPREP	
Objective 2: Northview will increase the percentage of students scoring Proficient/Distinguished who qualify for Free/Reduced Meals in Math from 40.7% to 43.4%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Northview will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester for the purpose of analyzing data and identifying additional strategies/interventions.	2019-2020 KPREP	Quarterly MAP, Common Assessments, KPREP	District
		Northview has implemented a school-wide reteach and enrich time daily to target individual student math needs. Tier 2 and 3 Math Interventions.	2019-2020 KPREP	Quarterly MAP, Common Assessments, KPREP	

Goal 3 (State your achievement gap goal.): Northview will increase the percentage of students scoring proficient and distinguished in each identified gap population.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Create and revise common assessments through TNT meetings that align with new/current standards. Analyze assessment results of the gap group (unit assessments, MAP/Universal Screeners)		Quarterly MAP, Common Assessments, KPREP	
Objective 3: Northview will increase the percentage of students with disabilities scoring proficient/Distinguished who in Reading from 18.4% to 22.1%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Northview will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester for the purpose of analyzing data and identifying additional strategies/interventions.	2019-2020 KPREP	Quarterly MAP, Common Assessments, Weekly Progress Monitoring, KPREP	District
		Teachers will participate in monthly meetings that allow collaboration between classroom teachers and SPED staff. This will provide opportunities to create a learning environment that provides a balance of grade level standards while meeting the IEPs of this specific population of students.	2019-2020 KPREP	Quarterly MAP, Common Assessments, Weekly Progress Monitoring, KPREP	
Objective 4: Northview will increase the percentage of students with disabilities scoring Proficient/Distinguished in Math from 13.2% to 17.1%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Northview will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester for the purpose of analyzing data and identifying additional strategies/interventions.	2019-2020 KPREP	Quarterly MAP, Common Assessments, Weekly Progress Monitoring, KPREP	District
		Teachers will participate in monthly meetings that allow collaboration between classroom teachers and SPED staff. This will provide	2019-2020 KPREP	Quarterly MAP, Common Assessments, Weekly Progress Monitoring, KPREP	

Goal 3 (State your achievement gap goal.): Northview will increase the percentage of students scoring proficient and distinguished in each identified gap population.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities to create a learning environment that provides a balance of grade level standards while meeting the IEPs of this specific population of students.			

4: Growth

Goal 4 (State your growth goal.): Northview will ensure each student will make one year's growth in Reading and Math or more than one year's growth if below the 50 th percentile.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By September 2020, Northview students will hold or raise their current percentile (if below the 50 th percentile for the 2019-2020 school year in Reading.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	All elementary school students in K-3 will participate in the Kids Read Now Summer Reading Program to prevent summer regression.	2019-2020 KPREP	Quarterly MAP, running records, benchmark assessments, common assessments	
		Teachers and administration will review, discuss, and analyze current data during PLCs/SATs and determine next steps for students not meeting quarterly targets.	2019-2020 KPREP	Quarterly MAP, running records, benchmark assessments, common assessments	
		The district leadership team will lead two data retreats for school data teams to learn a protocol for analyzing current data (MAP, KPREP, ACT, etc.) and develop intervention plans.	2019-2020 KPREP	Quarterly MAP, running records, benchmark assessments, common assessments	District
		Following data retreats, Northview's data team will lead two trainings (fall and spring) to report data summary and propose plan for meeting growth needs.	2019-2020 KPREP	Quarterly MAP, running records, benchmark assessments, common assessments	
By September 2020, Northview students will hold or raise their current percentile (if below the 50 th percentile for the 2019-2020 school year in Math.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teachers and administration will review, discuss, and analyze current data during PLCs/SATs and determine next steps for students not meeting quarterly targets.	2019-2020 KPREP	Quarterly MAP, common assessments	
		The district leadership team will lead two data retreats for school data teams to learn a protocol for analyzing current data (MAP, KPREP, ACT, etc.) and develop intervention plans.	2019-2020 KPREP	Quarterly MAP, common assessments	District

Goal 4 (State your growth goal.): Northview will ensure each student will make one year's growth in Reading and Math or more than one year's growth if below the 50th percentile.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Following data retreats, Northview's data team will lead two trainings (fall and spring) to report data summary and propose plan for meeting growth needs.	2019-2020 KPREP	Quarterly MAP, common assessments	

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"/>
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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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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