

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</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>

*Sigma, Shipley,
Baldrige, etc.).*

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the average combined KPREP reading and math proficient percentage for all students from 47.9% to 76.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase KPREP Reading Proficient/Distinguished for all students from 52.7% to 60% by the 2020-2021 school year.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> ● Determine if learning targets and success criteria are clear to teachers ● Determine if learning targets and success criteria are clear to students ● Review and conduct cyclic curriculum checks within PLCS (SCPS Reading Curriculum) ● Utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery 	<ul style="list-style-type: none"> ● Learning Target/Success Criteria Walkthroughs ● Data team common formative assessments ● Walkthroughs (workshop model and thinking strategies) 	WMS 2020/2021 30-60-90 Day Plan	0
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> ● Ensure congruency is present between standards, learning targets, and assessment measures. ● Implement a clearly defined RTI School process with applicable checklists and documentation tools. ● Such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. 		WMS 2020/2021 30-60-90 Day Plan	\$1,000

<p>Objective 2 Increase the KPREP Math proficient/distinguished percentage for all students from 38.7% to 42% in the 2020-2021 school year.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<ul style="list-style-type: none"> ● Determine if learning targets and success criteria are clear to the teachers. 	<ul style="list-style-type: none"> ● Learning Target/Success Criteria Walkthroughs ● Data teams 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>0</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Ensure congruency is between standards, learning targets, and assessment measures. ● Implement a clearly defined RTI school process with applicable checklists and documentations tools ● Such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. 	<ul style="list-style-type: none"> ● Learning Target/Success Criteria ● Illustrative Math Curriculum ● RTI Progress monitoring 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>0</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Shelby County West Middle will increase the Separate Academic Indicator score from 65.2 to 70.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Writing Combined Proficient/Distinguished will increase from 22.8% in 2019 to 32% in the 2020-2021 school year.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<ul style="list-style-type: none"> • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. • Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery. • Ensure ongoing professional development in the area of best practices/high effect strategies. 	<ul style="list-style-type: none"> • Internal lab visits • Walkthroughs • Data teams • Purposeful Planning using Lucy Calkins • Collaborative scoring of published pieces 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>\$2,000</p>
<p>Objective 2: Social Studies % of Proficient/Distinguished will increase from 46% in 2019 to 55% in the 2020-2021 school year.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Use formative and summative evidence to inform what comes next for individual students and groups of students • Develop assignments and activities that reflect the learning targets have had the opportunity to learn 	<ul style="list-style-type: none"> • Data Teams • Walkthroughs • Internal classroom visits • PBL Planning • New Standards prioritization and curriculum development • Assessment development 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>0</p>

<p>Objective 3: Increase % Science Proficient/Distinguished from 19.5% in 2019 to 27% in 2020-2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> ● Use classroom assessment data to inform teacher’s instructional decisions ● Use assessment data to help students assess and adjust their own learning ● Create intentional opportunities for students to receive and offer effective feedback during learning. 	<ul style="list-style-type: none"> ● Walkthroughs ● TCT ● Data Teams ● PBL Planning ● Data from new science assessments focusing on CCS. 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>0</p>
---	---	--	---	--	----------

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Shelby County West Middle School will increase the combined KPREP Reading and Math Proficiency for all students in all gap groups identified in Students with Disabilities, ELL Plus Monitoring, Free & Reduced Lunch and African American students. We were identified as having gaps in ECE and ELL Plus Monitoring in the KPREP 2019 Report.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Students with Disabilities will increase their % Proficient/Distinguished in Reading from 20.8% to 28% in 2020-2021.</p> <p>Students with Disabilities will increase their % Proficient/Distinguished in Math from 6.6% to 20% in 2020-2021.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Ensure that all users of assessment data use the information to benefit student learning • Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. • Determine if formative assessment function as effective feedback to students and teachers. 	<ul style="list-style-type: none"> • Data Teams • Data Analysis • Behavior & Academic RTI • Purposeful Planning • Caseload Checks 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>\$2,000</p>
<p>Objective 2 Students identified as ELL + Monitoring will increase their % Proficient/Distinguished in KPREP Reading from 6.8% to 16% in 2020-2021.</p> <p>Students identified as ELL + Monitoring will increase their % Proficient/Distinguished in KPREP Math from 6.8% to 16% in 2020-2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> • Ensure that all users of assessment data use information to benefit student learning. • Ensure that effective communication regarding assessments and student performance (ACCESS, etc.) are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. 	<ul style="list-style-type: none"> • Growth in ACCESS scores • Data Teams • Walkthroughs • PSP 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>\$5,000</p>

<p>Students identified as Free/Reduced Lunch will increase their % Proficient/Distinguished in Reading from 13.6% to 25% in 2020-2021.</p> <p>Students identified as Free/Reduced Lunch will increase their % Proficient/Distinguished in Math from 23.5% to 44% in 2020-2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> ● Ensure that all users of assessment data use information to benefit student learning. ● Ensure that effective communication regarding assessments and student performance (ACCESS, etc.) are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. 	<ul style="list-style-type: none"> ● Data Teams ● Data Analysis of Behavior & Academic RTI Data ● DRA ● MAP ● Purposeful Planning 	<p>WMS 2020/2021 30-60-90 Day Plan</p>	<p>0</p>
--	---	--	--	--	----------

4: Growth

Goal 4 (State your growth goal.): Shelby County West Middle School will increase its growth by 10 points in the 2020-2021 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Shelby County West Middle School will increase student growth by focusing on reducing novice performance in Reading by 15%.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Ensure culturally responsive behaviors are modeled among faculty, staff, and students. • Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity. 	<ul style="list-style-type: none"> • Walkthroughs • Student feedback • Cultural Proficiency Survey • Data teams • DRA Administration 	WMS 2020/2021 30-60-90 Day Plan	\$1,000
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Utilize Knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan for and implement active student engagement strategies. • Use formative and summative evidence to inform what comes next for individual students and groups of students. 	<ul style="list-style-type: none"> • Data Team • Purposeful Planning • Walkthroughs focused on Workshop/Thinking Strategies/Learning Targets/Success Criteria 	WMS 2020/2021 30-60-90 Day Plan	\$1,000

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:

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"/>
		<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.

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"/>