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, Baldridge, 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.

1: Proficiency Goal

Goal 1: **Proficiency:** By 2023-2024, Rector A. Jones Middle School, will increase the percentage of students who scored proficient/distinguished in reading from **38.6% proficient to 52.6%** and increase the percentage of students who scored proficient/distinguished in math from **19.4% proficient to 37.7%** as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading proficiency from 38.6% to 41.4% and increase math proficiency from 19.4% to 23.1% by 2019-2020 as measured by state required academic assessments.	**KCWP 2: Design and Deliver Instruction** Sustain a systematic approach to design and deliver instruction in reading and math, by ensuring Tier I is the highly effective, and provided to all students in the classroom. (IP #1 and #2)	**PRACTICE** - Teachers will plan together in PLCs weekly - Teachers will participate in job-embedded PD weekly on high yield instructional strategies - Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, LTs, & Success Criteria) - Teachers use the DuFour PLC model	Lesson Plans (JET Set) Walk-through data PLC Agenda PLC Minutes	30-60-90 Day Plan	$0
		PROCESS OSSI Coaches (District level) work collaboratively with Jones coaches and teachers to design	Minutes of weekly meetings Teacher reflection via survey	30-60-90 Day Plan	

		and deliver instruction through informal and formal PLC. • OSSI and Jones coaches ensure support of highly effective instruction through the student centered coaching model.	Observations Student level data pre/post assessments		
		PROCESS Students will intentionally engage with text every day in classes to develop language skills.	Lesson Plan (Jet Set) Walkthroughs	30-60-90 Day Plan	$0
		PRACTICE Teachers ensure daily informal or formative assessments occur aligned to their priority standards and modifications are made to instruction based on evidence collected	Lesson Plans (JET Set) Walkthrough Data PLC Agenda/Minutes	30-60-90 Day Plan	$0
	KCWP 3: Design & Deliver Assessment Literacy Ensure appropriate assessment design is used to best evaluate the level of student earning (selected response, written response, performance assessment personal communication). (IP#2)	**PRACTICE** Backwards design will be thoroughly supported as a result of administering benchmark assessments aligned to the district priority standards and units of study. This practice will emphasize the use of daily formative assessments. Name and claiming can happen to support core instruction and inform the work in Tier 2.	TE21/CASE for Reading & Math • 3 Times a year • Writing Included • Aligned to KAS Jones Curriculum Map Item Bank for Science, Social Studies • Assessments developed for Science and Social Studies	30-60-90 Day Plan	$40,000- District Supported

		PRACTICE Through PLCs teachers analyze data using CFA/Benchmark assessments to drive next steps with instruction.	PLC Data Analysis Walkthroughs	30-60-90 Day Plan	$0
		PRACTICE Teachers will administer the STAR benchmark assessment in reading and math. These norm referenced assessments will be an important data point to inform need for intervention (Tier 1, 2, 3) and allow the school to measure growth in reading and math nationally.	STAR Schedule STAR Data (SGP)	30-60-90 Day Plan	$ District Supported

2: Separate Academic Indicator

Goal 2: **Separate Academic Indicator**: By 2023-2024, Rector A. Jones Middle School will increase the percentage of students who scored proficient/distinguished in science from **9.5% proficient to 30.1%**, in social studies from **32.8% proficient to 48.1%,** and in writing from **7.1% to 28.2%** by 2023-2024 as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase science proficiency from <u>9.5% to 13.6%,</u> increase social studies proficiency from <u>32.8% to 35.9%,</u> and increase writing proficiency from <u>7.1% to 11.3%</u> by 2019-2020 as measured by state required academic assessments.	**KCWP 2: Design and Deliver Instruction** Sustain a systematic approach to design and deliver instruction in reading and math, by ensuring Tier I is the highly effective, and provided to all students in the classroom. (IP #2)	**PRACTICE** Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, & essays and research papers.	Rubrics Success Criteria Student Work Samples	30-60-90 Day Plan	$5,000 PD & Training- Title 1 Funds
		PRACTICE Teachers will select a school-wide common writing process (CER/Claim/Evidence/Reasoning) that allow students to demonstrate learning.	CASE writing data Common Unit Assessments	30-60-90 Day Plan	$2,000 PD & Training- Title 1 Funds
		PROCESS School leadership will work with ELA specialists and media specialists to create a resource room with	STAR & CASE ELA Assessment Data Student work samples	30-60-90 Day Plan	District Supported

		leveled text that will support student learning and their own personal reading level			
	KCWP 1: Design and Deploy Standards Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. (IP #1 and #2)	**PRACTICE** Science teachers will develop all science curricular units using backwards design-NGSS and Social studies teachers will develop all social studies curricular units using backwards design.	Curricular Units	30-60-90 Day Plan	District Supported

Goal 3: **Gap**: By 2023-2024, Rector A. Jones Middle School will increase the percentage of students who scored proficient/distinguished in targeted gap groups as measured by state-required academic assessment(s) :

- Students with an IEP: from **7.6% proficient to 28.6%** in reading and from **5.1% proficient to 26.7%** in mathematics
- English Language Learners: from **11.1% proficient to 31.3%** in reading and from **8.7% proficient to 29.5%** in mathematics
- Free/reduced: from **34.7% proficient to 49.5%** in reading and from **16.8% proficient to 35.7%** in mathematics

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who scored proficient/distinguished in targeted gap groups as measured by state-required academic assessment(s) : • Students with an IEP: from **7.6% proficient to 11.8%** in reading and from **5.1% proficient to 9.4%** in mathematics • English Language Learners: from **11.1% proficient to 15.1%** in reading and from	**KCWP 2 Design and Deliver Instruction** Develop a systematic approach for the design and delivery of effective Tier 1 instruction for all students. (IP #1 & #2)	**PROCESS** Conduct literature review on equity and working with schools who serve students living in urban poverty.	PLC agenda/minutes of book	30-60-90 Day Plan	$1,000 Title 1 Funds
		PROCESS/PRACTICE The administrative team will ensure ongoing professional development in quality co-teaching practices. Co-teaching teams will be trained in the effective use of evidence based practices in the classroom to remove barriers to learning for individual students. Approach to progress monitoring of IEP & PSP in core instruction happens the same way.	Walkthroughs Observation (PDSA displayed in classroom with phases as implemented) Evaluations	30-60-90 Day Plan	$5,000 Title 1 Funds
		PROCESS	Walkthroughs	30-60-90 Day Plan	$3,000 Title 1 Funds

8.7% proficient to 12.9% in mathematics • Free/reduced: from **34.7% proficient to 37.7%** in reading and from **16.8% proficient to 20.6%** in mathematics		The school leadership team will ensure the IEP and PSP are direct reflection of student level/need, communicated to teachers, and follow identified process of progress monitoring between staff in each collaborative setting.	Progress Monitoring Reports		
		PROCESS The school leadership team will ensure that curricular delivery and assessment measures provided for all pertinent information needs for students that are English language learners. **(EBP)**	Lesson Plans Walkthroughs Universal benchmark reports Progress Monitoring Reports	30-60-90 Day Plan	$86,854.45- School Improvement Fund Grant
	KCWP 5: Design, Align, Deliver Support Processes Develop a systematic approach to design, align, and deliver support processes for academic and behavior expectations. (IP #1)	**PROCESS** The school leadership team will ensure a school wide system of support in in place for academic and behavior needs of students.	PBIS Agenda/Minutes Resiliency Poll Data-SEL	30-60-90 Day Plan	$2,000 School Title 1 Funds
		PRACTICE The school leadership team will ensure professional knowledge of effective classroom and intervention practices with knowledge of personalized student needs to procure a unique match that will propel student achievement. **(EBP)**	Lesson Plans Walkthrough Data PLC Agenda/Minutes Progress Monitoring Reports	30-60-90 Day Plan	$27,468.48 – School Improvement Fund Grant

Goal 4: **Growth**: By 2023-2024, Rector A. Jones Middle School will d**ecrease** the percentage of students scoring **below** proficiency in reading from **61.1% to 30.55%** and in math from **82.5% to 41.25%** as measured by the state-required academic assessment.

Improvement Priority #1
Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of students scoring **below** proficiency in reading from **61.1% to 54.99%** and in math from **82.5% to 74.25%** by 2019-2020 as measured by the state-required academic assessment.	**KCWP 1: Design and Deploy Standards** Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. (IP #2)	**PROCESS** The school leadership team will consistently review through PLCs the expectations for standards, learning targets, success criteria, high yield instructional strategies, exemplars, formative assessment, feedback, and reflection (Instructional Process).	PLC Agenda/Minutes Faculty Agenda/Minutes	30-60-90 Day Plan	$0
		PROCESS Teachers will ensure that vertical and horizontal curriculum mapping is occurring through collaborative planning and is monitored by common PLC expectations (e.g., agendas, minutes, next steps with support, lesson plans).	Agendas Minutes w/next steps Lesson Plans Curriculum Maps	30-60-90 Day Plan	$0
	KCWP 5: Design, Align, Deliver Support Processes Ensure a continuous improvement process is implemented that uses data	**PROCESS** Leadership will develop a system to monitor student data appropriately to determine tiered intervention needs.	Progress monitoring data sheets for Reading Plus/Lexia/ ALEKS/ LLI	30-60-90 Day Plan	$0

	to improve work processes to support student learning. (IP #1)				

5: Transition Readiness

Goal 5: **Transition Readiness**: By 2023-2024, Rector A. Jones will increase the percentage of students who are "transition ready" in reading from **38.6% to 52.6%** and in math from **19.4% to 37.7%** as measured by the state-required academic assessment.

Improvement Priority #1
Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who are "transition ready" in reading from **38.6%** to **41.4%** and in math from **19.4%** to **23.1%** by 2019-2020, as measured by the state-required academic assessment.	**KCWP 4:** Monitor and evaluate effectiveness and utilize data to improve work processes to support student learning. (IP #1)	**PROCESS/CONDITION** School leadership team will develop a process that includes FRYSC, guidance counselor, media specialist and district personnel to increase collaboration in the persistence to graduation protocol that includes data analysis and student progress towards standards mastery (failures), including identification of students in need of intervention supports.	PLC Agenda/Minutes PtG Data Reports	30-60-90 Day Plan	$0
		PRACTICE The administrative team will meet bi-monthly to monitor persistence to graduation & chronic absenteeism.	PLC Agenda/Minutes	30-60-90 Day Plan	$0
	KCWP 5: Develop a systematic approach that establishes a safe, supportive and positive	**PRACTICE** The Administrative Team will meet monthly to ensure that school wide expectations (PBIS) of students are clearly defined, and that group	PLC Data Intervention Data Student Name/Claim	30-60-90 Day Plan	$0

learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level. (IP #1)	norms have been established within the school and classroom. These practices should align with the student code of conduct.			
	PRACTICE School leadership will assure consideration and addressment of non-academic barriers to learning are addressed through the implementation of a Social and Emotional Learning curriculum. **(EBP)**	Lesson Plans Walkthroughs Student data/platform	30-60-90 Day Plan	$4111.50

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
Best practices to teach EL students.	Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology, 109*(1), 22–34. Retrieved from https://www.meadowscenter.org/files/resources/Vaughn-2017.pdf *From the abstract:* "Supporting the reading comprehension and content knowledge acquisition of English language learners (ELs) requires instructional practices that continue beyond developing the foundational skills of reading. In particular, the challenges ELs face highlight the importance of teaching reading comprehension practices in the middle grades through content acquisition. We conducted a randomized control trial to examine the efficacy of a content acquisition and reading comprehension intervention implemented in eighth-grade social studies classrooms with English language learners. Using a within-teacher design, in which 18 eighth-grade teachers' social studies classes were randomly assigned to treatment or comparison conditions. Teachers taught the same instructional content to treatment and comparison classes, but the treatment classes used instructional practices that included comprehension canopy, essential words, knowledge acquisition, and team-based learning. Students in the treatment group (n = 845) outperformed students in the comparison group (n = 784) on measures of content knowledge acquisition and content reading comprehension but not general reading comprehension. Both ELs and non-ELs who received the treatment outperformed those assigned to the BAU comparison condition on measures of content knowledge acquisition (ES = 0.40) and content-related reading comprehension (ES = 0.20). In addition, the proportion of English language learners in classes moderated outcomes for content knowledge acquisition." Additional evidence based practices research can be found at Gersten, R., & Baker, S. (2000). What We Know about Effective Instructional Practices for English-Language Learners. *Exceptional Children*, *66*(4), 454–470. https://doi.org/10.1177/001440290006600402	☒
Teacher Support: Teacher Efficacy and Explicit and Systematic Teaching Strategies	Brinson , Dana, and Lucy Steiner. "Building Collective Efficacy: How Leaders Inspire Teachers to Achieve." *Issue Brief*, Oct. 2007, pp. 1–6.	☐
Social and Emotional Learning SEL	Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. Child Development, 88(4): 1156–1171. Retrieved from https://assets.ctfassets.net/98bcvzcrxclo/4fczeTrnDWUA0AU4MwcWE4/701d2881435ef0adbfd50a767f0e4623/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf	☐
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