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.

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. *Six Sigma, Shipley, Baldridge, etc.*).	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.): Frankfort High School will increase by 5% of the number of **ALL** students scoring at least at the proficient level in **COMBINED READING/MATHEMATICS** to **80.3** (70.3 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frankfort High School will increase by 5% of the number of **ALL** students scoring at least at the proficient level in **COMBINED READING/MATHEMATICS** to **80.3** (70.3 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.	KCWP 3	Develop a student tracking system that travels with the student from level to level containing pertinent academic achievement and student goals and progress towards mastery.	The development and enactment of the student tracking system.	Use of MAP, ACT, CERT data to track all 9-11 students	TBD
		Ensure that grades effectively and accurately communicate student achievement to all appropriate stakeholders.	Appropriate stakeholders (parents, students, counselors, teachers, social worker, etc.) are informed of student achievement through various meetings and other channels.		TBD
	KCWP 4	Implement data teaming methodologies including collection and charting of data, analysis of strengths and obstacles to student learning (SWOT analysis), creation of SMART goals and quality assurance monitoring.			
		Assure that attendance issues are rectified as to not pose an interference with the educational process of the student.			TBD
	KCWP 5	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.		GLT bi-weekly meetings	TBD
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Frankfort High School will increase by 5% the separate academic indicator **79.1** (69.1 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frankfort High School will increase by 10% the separate academic indicator **79.1** (69.1 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.	KCP 3	Create formative and summative assessments that are aligned with the standards.	Assessments created to align with standards.	Use of Cognitive Skill data from writing pieces aligned with KDE writing standards	TBD
		Ensure that all assessments evolve from high quality content standards			
Objective 2					

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Frankfort High School will increase the level of achievement (proficient/distinguished) by 10% in **READING** to 80.6/62.0 (70.6 for *males* in '19; 52.0 for *females* in '19) and in **MATH** to 40.0/55.5 (30.0 for students on Free/Reduced Lunch compared to 45.5 for students *NOT* on Free/Reduced Lunch in '19).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frankfort High School will increase the level of achievement (proficient/distinguished) by 10% in **READING** to 80.6/62.0 (70.6 for *males* in '19; 52.0 for *females* in '19) and in **MATH** to 40.0/55.5 (30.0 for students on Free/Reduced Lunch compared to 45.5 for students *NOT* on Free/Reduced Lunch in '19).	KCP 3	Create formative and summative assessments that are aligned with the standards.	Assessments created to align with standards.	Use of MAP, ACT, CERT data to track all 9-11 students	TBD
		Ensure that all assessments evolve from high quality content standards		Use of Cognitive Skill data from writing pieces aligned with KDE writing standards	TBD
Objective 2 Frankfort High School will increase the level of achievement (proficient/distinguished) by 10% in **READING** to 80.6/62.0 (70.6 for *males* in '19; 52.0 for *females* in '19) and in **MATH** to 40.0/55.5 (30.0 for students on Free/Reduced Lunch compared to 45.5 for students *NOT* on Free/Reduced Lunch in '19).	KCWP 5	Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.		Weekly communication through mentors, subject area specialists and newsletter	TBD
		Assure consideration and the addressing of non-academic barriers to student progress.			

4: Growth

Goal 4 (State your growth goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Frankfort High School will increase its percentage by 10% of "transition-ready" students from 89.5% in 2019 to 99.5% in 2024 as measured by the Sept. 15, 2024 Kentucky State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frankfort High School will increase its percentage by 10% of "transition-ready" students from 89.5% in 2019 to 99.5% in 2024 as measured by the Sept. 15, 2024 Kentucky State Assessment System.	KCWP 2	Opportunities for Dual Credit courses to be delivered by adjunct faculty on site	Students passing courses with a B or better	Weekly support team meetings, Dual Credit Liaison monitoring, Support staff in classes	TBD
Objective 2					

Goal 6 (State your graduation rate goal.): Frankfort High School will increase its **GRADUATION RATE** to **100.0%** (97.9 in 2019) by Sept. 15, 2024 as measured by the Kentucky State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Frankfort High School will increase its **GRADUATION RATE** to **100.0%** (97.9 in 2019) by Sept. 15, 2024 as measured by the Kentucky State Assessment System.	KCWP 6			Weekly support team meetings to monitor progress toward graduation and identify students in need of early intervention	
		A system will be created to hold students accountable, on an individual basis, to high expectations with at least an 80% mastery of content.	System created.		
	KCWP 5	Develop district processes to communicate with stakeholders to reduce barriers to learning.	Process developed.		
		A system-wide process will be developed to focus on individual learning plans (FHS RISE groups).	Process developed	Rise mentors meeting weekly with students and communicating with content area teachers, support team and parents	
		Utilize the "Persistence to Graduation" tool to identify at-risk students.	Tool will identify at-risk students.		
Objective 2					

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
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.	☒
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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
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