Improvement Plan Monitoring Instrument

Comprehensive School Improvement Plan (CSIP) with Targeted Support and Improvement (TSI) Addendum

School:
District:
Reviewer:

School improvement efforts are a collaborative process involving multiple stakeholders. The following definition is outlined in 703 KAR 5:225:

> "Comprehensive school improvement plan" or "CSIP" means a plan developed by the school council, or successor and charter schools with the input of parents, faculty and staff, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Pursuant to 703 KAR 5:225, the Kentucky Department of Education (KDE) is tasked with reviewing CSIPs. During the review process, KDE staff provide feedback on several planning elements to assist schools with improvement planning to ensure plans are developed and implemented effectively. This process of monitoring enables schools to ensure compliance with state and federal regulations and focus on ways to develop more effective programs through collaboration and self-evaluation.

The rubric that follows describes the criteria that will be used to evaluate responses within the reviewed planning elements. Feedback will be provided as comments in the Cognia Improvement Platform (CIP) that must be addressed until expectations are met.

Revisions **must** be completed in the Needs Assessment element of Phase Two, and/or the School Goals and Objectives and Strategies and Activities sections of Phase Three. Once revisions are completed, reply to the comments under each element or section and resubmit the applicable phase(s) to the CIP.

Needs Assessment

Element Component	Needs Improvement	Meets Expectations for Submission
Review of Previous Plan	A summary of the implementation of last year's improvement plan, including goals, objectives, strategies and activities, is not provided. An explanation of how the review will inform this year's plan is not included.	A summary of the implementation of last year's improvement plan is provided and includes reflection on the goals, objectives, strategies and activities. Successes are identified and an explanation of how the review will inform this year's plan is described.
Trends	It is not clear that data from the previous two years has been analyzed. No specific numbers or percentages are included.	The response clearly indicates analysis of data from the two previous years. The description includes specific numbers or percentages.
Current State of Academics	Precise numbers and percentages are not included. Data sources are not cited. Multiple sources of data are not provided.	Varied sources of data are cited, including precise numbers and percentages.
Current State of Climate and Culture	Precise numbers and percentages are not included. Data sources are not cited. Multiple sources of data are not provided.	Varied sources of data are cited, including precise numbers and percentages.
Strengths	No strengths have been identified. Precise numbers and percentages are not provided.	Strengths have been identified using precise numbers and percentages.
Leverages/Assets	No leverages/assets or community resources are provided, or the response is vague with little detail or clear connection to the identified areas for improvement.	The response identifies specific leverages/assets and community resources and explains how they will support areas for improvement.

Element Component	Needs Improvement	Meets Expectations for Submission
Priority Needs	Priority needs are not identified, are unclear or are not supported by the data analysis provided in other sections of the Needs Assessment.	Two or three areas of need are identified and align to the data analysis provided in other sections of the Needs Assessment.
Priority Indicators	Priority indicators have not been selected when the Needs Assessment indicates that one or more is necessary.	Appropriate priority indicators have been selected based on the Needs Assessment.
Strategies to Address Identified Needs	The school has not selected two or three Key Core Work Processes (KCWPs) to focus its resources and efforts upon. There is no alignment between the focus areas chosen and the strategy section of the CSIP.	The school has selected two or three KCWPs to focus its resources and efforts upon. There is alignment between the focus areas chosen and the strategy section of the CSIP.
Protocol	The protocol process is not clearly detailed. Names of school leadership teams and stakeholder groups involved are not provided. A timeline of the process, specific data sources reviewed and analyzed, and how and where the meetings were documented are not included.	The protocol process is clearly detailed. Names of school leadership teams and stakeholders involved are provided. A timeline of the process is included, along with the specific data sources reviewed and analyzed. The documentation of meetings is described, including how and where they were documented.
Feedback:		

Achievement Gap (Required)

Element Component	Needs Improvement	Meets Expectations for Submission
Achievement Gap Objective	Objective(s) do not indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are not informed by the Needs Assessment.	Objective(s) clearly indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are informed by the Needs Assessment.
Feedback:		
Achievement Gap Strategy	The strategy does not systematically address a process, practice, or condition within the identified KCWP or other established improvement approach.	The strategy systematically addresses a process, practice, or condition within the identified KCWP or other established improvement approach.
Achievement Gap Activities	The activities are not listed or do not provide clear, actionable steps that the school will take to deploy the chosen strategy.	Each activity describes clear, actionable steps that the school will take to deploy the chosen strategy.
Achievement Gap Progress Monitoring	The process used to collect and analyze observable measures of success is not described. There are no specific timelines, responsible individuals or artifacts to be reviewed.	The process used to collect and analyze observable measures of success is clearly described. Specific timelines and responsible individuals are included. The description includes the artifacts to be reviewed.
Achievement Gap Funding	The funding sources to support the activities are not clearly identified for each activity. There is no indication of whether local, state or federal funds/grants are used or needed.	Specific funding sources are identified for each activity. The description includes whether local, state or federal funds/grants are used or needed to support the activities.
Feedback:		

Math and Reading (Required)

Element Component	Needs Improvement	Meets Expectations for Submission
Math and Reading Goal	The goal statement does not indicate long-term three- to five-year targets based on school-level state assessment results. There is no indication that the long-term targets are informed by the Needs Assessment.	The goal statement clearly articulates long-term three- to five-year targets based on school-level state assessment results. The long-term targets are informed by the Needs Assessment.
Math and Reading Objective	Objective(s) do not indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are not informed by the Needs Assessment.	Objective(s) clearly indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are informed by the Needs Assessment.
Feedback:		
Math and Reading Strategy	The strategy does not systematically address a process, practice, or condition within the identified KCWP or other established improvement approach.	The strategy systematically addresses a process, practice, or condition within the identified KCWP or other established improvement approach.
Math and Reading Activities	The activities are not listed or do not provide clear, actionable steps that the school will take to deploy the chosen strategy.	Each activity describes clear, actionable steps that the school will take to deploy the chosen strategy.

Element Component	Needs Improvement	Meets Expectations for Submission
Math and Reading Progress Monitoring	The process used to collect and analyze observable measures of success is not described. There are no specific timelines, responsible individuals, or artifacts to be reviewed.	The process used to collect and analyze observable measures of success is clearly described. Specific timelines and responsible individuals are included. The description includes the artifacts to be reviewed.
Math and Reading Funding	The funding sources to support the activities are not clearly identified for each activity. There is no indication of whether local, state or federal funds/grants are used or needed.	Specific funding sources are identified for each activity. The description includes whether local, state or federal funds/grants are used or needed to support the activities.
Funding:		

Priority Indicator # 1 (Optional)

Element Component	Needs Improvement	Meets Expectations for Submission
Priority Indicator #1 Goal	The goal statement does not indicate long-term three- to five-year targets based on school-level state assessment results. There is no indication that the long-term targets are informed by the Needs Assessment for Schools.	The goal statement clearly articulates long-term three- to five-year targets based on school-level state assessment results. The long-term targets are informed by the Needs Assessment for Schools.
Priority Indicator #1 Objective	Objective(s) do not indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are not informed by the Needs Assessment.	Objective(s) clearly indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are informed by the Needs Assessment.
Feedback:		
Priority Indicator #1 Strategy	The strategy does not systematically address a process, practice, or condition within the identified KCWP or other established improvement approach.	The strategy systematically addresses a process, practice, or condition within the identified KCWP or other established improvement approach.
Priority Indicator #1 Activities	The activities are not listed or do not provide clear, actionable steps that the school will take to deploy the chosen strategy.	Each activity describes clear, actionable steps that the school will take to deploy the chosen strategy.

Element Component	Needs Improvement	Meets Expectations for Submission
Priority Indicator #1 Progress Monitoring	The process used to collect and analyze observable measures of success is not described. There are no specific timelines, responsible individuals, or artifacts to be reviewed.	The process used to collect and analyze observable measures of success is clearly described. Specific timelines and responsible individuals are included. The description includes the artifacts to be reviewed.
Priority Indicator #1 Funding	The funding sources to support the activities are not clearly identified for each activity. There is no indication of whether local, state or federal funds/grants are used or needed.	Specific funding sources are identified for each activity. The description includes whether local, state or federal funds/grants are used or needed to support the activities.
Feedback:		

Priority Indicator #2 (Optional)

Element Component	Needs Improvement	Meets Expectations for Submission
Priority Indicator #2 Goal	The goal statement does not indicate long-term three- to five-year targets based on school-level state assessment results. There is no indication that the long-term targets are informed by the Needs Assessment for Schools.	The goal statement clearly articulates long-term three- to five-year targets based on school-level state assessment results. The long-term targets are informed by the Needs Assessment for Schools.
Priority Indicator #2 Objective	Objective(s) do not indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are not informed by the Needs Assessment.	Objective(s) clearly indicate targets for the current school year based on data from state assessment results and/or aligned formative assessments. Objectives are informed by the Needs Assessment.
Feedback:		
Priority Indicator #2 Strategy	The strategy does not systematically address a process, practice, or condition within the identified KCWP or other established improvement approach.	The strategy systematically addresses a process, practice, or condition within the identified KCWP or other established improvement approach.
Priority Indicator #2 Activities	The activities are not listed or do not provide clear, actionable steps that the school will take to deploy the chosen strategy.	Each activity describes clear, actionable steps that the school will take to deploy the chosen strategy.

Element Component	Needs Improvement	Meets Expectations for Submission
Priority Indicator #2 Progress Monitoring	The process used to collect and analyze observable measures of success is not described. There are no specific timelines, responsible individuals, or artifacts to be reviewed.	The process used to collect and analyze observable measures of success is clearly described. Specific timelines and responsible individuals are included. The description includes the artifacts to be reviewed.
Priority Indicator #2 Funding	The funding sources to support the activities are not clearly identified for each activity. There is no indication of whether local, state or federal funds/grants are used or needed.	Specific funding sources are identified for each activity. The description includes whether local, state or federal funds/grants are used or needed to support the activities.
Feedback:		

Programming Questions

Element Component	Needs Improvement	Meets Expectations for Submission
Opportunities for All Children	The narrative does not clearly detail how the strategies and activities included in the CSIP provide opportunities for all children and/or does not address one or more of the listed subgroups.	The narrative clearly details how the strategies and activities included in the CSIP provide opportunities for all children, addressing each of the listed subgroups.
Strengthening the Academic Program	The narrative does not clearly explain how the strategies and activities included in the CSIP use methods and instructional strategies that address each of the following components: • Strengthening of the academic program; • Increasing the amount of quality learning time; and • Helping to provide an enriched and accelerated curriculum.	The narrative clearly explains how the strategies and activities included in the CSIP use methods and instructional strategies that address each of the following components: • Strengthening of the academic program; • Increasing the amount of quality learning time; and • Helping to provide an enriched and accelerated curriculum.
Addressing the Needs of At Risk Students	The narrative does not clearly detail how the strategies and activities included in the CSIP address the needs of all children in the school and/or lacks specific focus on those at risk of not meeting the state's academic standards.	The narrative clearly details how the strategies and activities included in the CSIP address the needs of all children in the school, with a specific focus on those at risk of not meeting the state's academic standards.

TSI, Including Additional Targeted Support and Improvement (ATSI), Improvement Plan Addendum

This portion of the rubric addresses the required elements for schools identified for TSI, including ATSI. The rubric that follows describes the criteria that will be used to evaluate responses within the reviewed planning elements. Feedback will be provided as comments in the CIP that must be addressed until expectations are met.

Revisions **must** be completed in the Addendum section and any applicable School Goals and Objectives, and Strategies and Activities sections of Phase Three. Once revisions are completed, reply to the comments under each element or section and resubmit the applicable sections and phase to the CIP.

TSI/ATSI Requirement	Not Present	Meets Criteria
Components of Turnaround Leadership Development and Support	The plan includes no specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups.	The plan includes a specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups.
Identification of Critical Resources Inequities	The plan includes no specific process for reviewing the allocation and use of resources (people, time, and money).	The plan includes a process for reviewing the allocation and use of resources (people, time, and money), addresses any resource inequities that were identified that may contribute to underperformance, and explains how identified resource inequities will be addressed.

TSI/ATSI Requirement	Not Present	Meets Criteria
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	The plan includes no specific process used to review the learning culture related to the targeted subgroup(s).	The plan includes a specific process used to review the learning culture related to the targeted subgroup(s) and describes additional actions that were determined to address the causes of the subgroup(s) underperformance.
Targeted Subgroups and Evidence-Based Interventions:	The areas of need revealed by the analysis of data do not address the targeted subgroup or evidence-based practice(s) that specifically targets the subgroup(s) achievement that contributed to the TSI/ATSI identification is/are not identified. Evidence-based practices are not listed and/or the monitoring plan is not included. Evidence-based activities and/or evidence citation is not documented on the provided table.	The areas of need revealed by the analysis of data are addressed through CSIP activities for the targeted subgroup(s). Evidence-based practice(s) the school will incorporate that specifically target the subgroup(s) achievement that contributed to the TSI/ATSI identification is/are identified, specifics regarding monitoring the evidence-based practice to ensure it is implemented with fidelity are included, and evidence-based activities and evidence citation is documented on the provided table and full access to the evidence is available.
Feedback:		