

## What You Need to Know if You Are Building a Comprehensive School or District Improvement Plan

<a href="#">703 KAR 5:225</a>	This process is a revision of your currently-existing plan once new scores are received. You have 90 days to update your plan in ASSIST after the school report card is released. Needs assessments, surveys, etc. would not need to be repeated unless you feel it is necessary. (Specific requirements for FOCUS and PRIORITY schools are in additional documents.)
Section 9. Comprehensive School and District Improvement Plan Process	
(1 )All schools and districts shall annually develop, review and revise a comprehensive school or district improvement plan	CSIPs and CDIPs are not an option. Priority Schools, and Focus Schools/ Districts will have additional requirements but this advisory document is for all Kentucky schools and districts. These plans must involve stakeholders and data in their development and are to be dynamic, living documents that respond to data points throughout the year. This regulation and guidance replaces previous CSIP and CDIP guidance.
(2) The structure of school and district comprehensive improvement plans shall include:	
(a) Executive summary that shall include a vision and a mission	Follow the questions for this section in the ASSIST platform. They cover: a demographic description of your school/district on which you based the formation of the vision and mission, who participated in the development and what the vision and mission are; a description of the community in which you are located and the unique features and special challenges of your community. Questions include: <ul style="list-style-type: none"> <li>• What are your student data and how do you use the data to inform programs and involve your community?</li> <li>• What are the major challenges your school has faced in the last three years and how have you addressed them?</li> <li>• What is your school most proud of and why?</li> <li>• Is there any other information you would like to share with the public and the school community?</li> </ul>
(b) Needs Assessment that shall include <ul style="list-style-type: none"> <li>(1) A description of the data reviewed and the process used to develop the needs assessment</li> </ul>	You have a choice of two avenues either of which must address a-e (following in this item) the Advance Ed diagnostic or the 5 Data review questions addressing a) Student Performance Data b) non-academic indicators c) TELL survey data d) Missing Piece of the Proficiency Puzzle Diagnostic- parent engagement information e) other surveys, data or audits that inform your actions including your district/school safety data found on the <a href="#">School Report Card</a> .  The 5 Data Questions to be used in analyzing a-e above are : <ul style="list-style-type: none"> <li>• What does the data tell us?</li> <li>• What does the data not tell us?</li> <li>• What are the causes for celebration (analysis of data)?</li> <li>• What are the opportunities for improvement (analysis of data) include contributing factors and root cause?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are our next steps (prioritization of needs)? Again, this needs to engage councils, leadership team and stakeholders in the review and conclusions drawn.</li> </ul> <p>This analysis should provide the foundation for objectives moving forward.</p>
(2) A review of the previous plan and its implementation to inform development of the new plan	<p>Based on the previous plan:</p> <ol style="list-style-type: none"> <li>a) How many of the goals were met?</li> <li>b) How many of the goals were not met?</li> <li>c) What conclusions can you draw moving forward?</li> </ol>
(3) Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions	<p>This is covered in 1 (c) above. If TELL data is not available, cite source and review</p>
(c) Process for development that includes	<p>Covered in data diagnostic or data questions above</p>
1. Analysis of data to determine causes and contributing factors	
2. Prioritization of needs	<p>Covered in data diagnostic or data questions above</p>
3. Development of goals, objectives, strategies and activities based on the needs assessment and root cause analysis that shall include targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding and a process for meaningful	<p>Each of the following sections will be built in ASSIST under the Goals and Plans tab:</p> <p><b>Goals</b> must address the following Kentucky Board of Education goals as they apply to your level: (E: Elementary; M: Middle, H: High, D: District)</p> <ul style="list-style-type: none"> <li>• Proficiency (reference School Report Card – State level)</li> <li>• GAP (reference School Report Card – State level)</li> <li>• Novice Reduction (50% reduction in Reading and Math over five years)</li> <li>• College and Career Readiness (CCR)</li> <li>• Graduation Rate</li> </ul> <p><b>Objectives</b> must be specific to your targets in each of these areas</p> <p><b>Strategies</b> must align with state strategies</p> <p><b>Activities</b> (State will provide examples, but you decide based on your needs assessment) <b>BASED ON NEEDS</b> in <b>NEEDS ASSESSMENT</b> conducted earlier in the process. You may have more goals and more activities than 4 but limit based on your data. Don't forget the value of parent engagement.</p>

stakeholder communications and input	
(a) A set of assurances, approved by and on file with local board with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and regulations included in those assurances	In the ASSIST platform with connections to the plan
(b) Process for annual review and revision by the school or district	Add as goal and action step for efficiency in the school or district plan in order to ensure it gets done; cover how implementation and impact will be determined for goals-driven process
Alignment with <a href="#">KRS 158.649</a> (5)	Check to be sure the following has been done and if not write activities within goals: <ul style="list-style-type: none"> <li>• curriculum alignment within school and with schools that send or receive the school's students</li> <li>• evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work</li> <li>• professional development to address the goals of the plan</li> <li>• parental communication and involvement</li> <li>• attendance improvement and dropout prevention</li> <li>• technical assistance that will be accessed</li> </ul>
What else you need to know:	Additional requirements are necessary for Priority Schools, Focus Schools and Focus Districts.
How do you get help:	<ul style="list-style-type: none"> <li>• For assistance, email <a href="mailto:csipdsip@education.ky.gov">csipdsip@education.ky.gov</a> (this mailbox is monitored 24/7)</li> <li>• Resources can be found on KDE's <a href="#">Comprehensive Improvement Planning for Schools and Districts website</a>.</li> </ul>