

Facilitator's Guide to The Council's Role with Continuous Improvement Planning Training Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *The Council's Role with Continuous Improvement Planning* is designed as a three-hour session for experienced members.

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and "sit-and-get" are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity, or if you would like to provide feedback on the module, feel free to contact your SBDM consultants at (502) 564-3791. Again, *thank you*.

Sample Agenda:

- I. Welcome & Introductions (10 minutes)
- II. Planning for Success (10 minutes)
- III. Continuous Improvement Planning for Schools and Councils (30 minutes)
- IV. Continuous Improvement Scavenger Hunt (30 minutes)
- V. Break (10-15 minutes)
- VI. Looking Back to Plan Ahead (20 minutes)
- VI. CSIP Evaluation (30 minutes)
- VII. Think: Pair: Share (10 minutes)
- VIII. Jigsaw Activity (10 minutes)
- IX. Additional Implications for School Improvement Planning (15 minutes)
- IX. Closing (5 minutes)

Needed Materials:

- Booklet for each participant
- Computer for PowerPoint presentation
- Laptop/Computer for each participant
- Internet connectivity
- Sign-in sheet
- EILA certificates
- Nametags or name tents
- Highlighters
- Copies of KRS 158.649, 160.340, 160.345, 160.346
- Improvement Planning Phase Cards
- Evaluations
- Post-Its (optional)
- Chart paper (optional)
- Markers (optional)
- Sample CSIP

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below, *Session Overview*, and the *Student Achievement* section, which sets the stage for the information that follows. Point out that there is a Glossary located in the back of the module on page 26. This is also a key time to note that the training is designed to last three hours to satisfy the legal requirement for experienced council members. Once the page has been reviewed, have participants turn to their tablemates and discuss the following question: *What does continuous improvement mean to you?* Once enough time has been given for everyone to share his/her thoughts, have a couple of participants share their responses with the group.



KENTUCKY DEPARTMENT OF EDUCATION

The Council's Role with Continuous Improvement Planning *A three-hour training for experienced SBDM members*

Go to PowerPoint slide 3

OBJECTIVES:

After this training, council members will be able to ...

- Understand the statutes and regulations that govern the development of the comprehensive school improvement plan and the council's role with continuous improvement planning;
- Explore the comprehensive school improvement plan's four phases;
- Evaluate a sample school improvement plan; and
- Define evidence-based practices.

SESSION OVERVIEW:

This school-based decision making council member training session is designed to help experienced council members understand their role in continuous improvement planning. These SBDM training materials were developed by the Kentucky Department of Education for use in training school council members in implementing school-based decision making.

STUDENT ACHIEVEMENT:

The school council's mission is to improve student achievement [[KRS 160.345\(2\)c](#)]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to the achievement of the school's mission.

Say: Before beginning our study of the council's role with improvement planning, let's concentrate *in general* on the importance of planning and goal setting in our personal lives.

Read the **opening paragraph** aloud to your participants. Give participants a minute to generate their thoughts on a goal that they had and how they set about reaching it. Ask them how proper planning contributed to the success of the goal or perhaps how the lack of planning contributed to a failed plan.

Getting Started

Think about a time when you had a goal you wanted to reach: landing a specific job or getting promoted at work, losing 20 pounds for your health's sake, running a marathon for the first time. What helped you to reach that goal? Did you plan and prepare for it? Could you have reached that goal without planning or preparing for it?

Planning ahead and tweaking plans when they don't lead to success are key to reaching a specific goal. When schools invest time in creating a strategic plan, focusing on the needs and priorities of the school, stakeholders know what to target to improve student achievement.

Activity: The Perks of Planning [Go to PowerPoint slide 4](#)

Directions: Before we dive into the school-based decision making council's role with planning, read each of the quotes¹ scattered below and circle the quote that resonates with you personally (i.e., your home life, work life or personal life). At the bottom of the page, justify your selection.

If you want to go far, go together.

One size does not fit all.

Failing to plan is planning to fail.

What gets measured gets done.

Ideas are only as good as they are implemented.

If everything's a priority, nothing is.

Talent matters.

Put your money where your mouth is.

Don't be a flash in the pan.

This quote resonates with me because ...

¹ Schopp, M. & Minnich, C. 2017. *CCSSO Principles of Effective School Improvement Systems*. Retrieved from <https://ccsso.org/resource-library/ccsso-principles-effective-school-improvement-systems>.

Say: We are going to begin exploring what planning is, why it is important, and how it can help a school be successful. Please take 5-10 minutes to read the article. While reading, highlight information that you deem important and then answer the questions that follow the article.

Planning for Success

This training module was designed with the council's role in the development of the comprehensive school improvement plan (CSIP). Throughout the module, participants will become familiar with the various components of the plan, the timeline for completion, and the council's role in improvement planning. Before focusing on the CSIP in particular, it is important to lay the foundation of understanding why planning is important and how proper planning leads to success.

In September 2015, Dr. Dustin Swanger, President of Fulton-Montgomery Community College, penned an article² about the importance of planning and how planning helps an organization (in our case, a school) succeed.

Directions: Spend a few minutes silently reading “The Importance of Planning” and begin thinking about the value of creating a sound plan and the positive impact on student achievement when the plan is executed with fidelity.

The Importance of Planning

By [Dr. Dustin Swanger](#)

As Fulton-Montgomery Community College begins the process of developing its next strategic plan (as our current plan ends at the conclusion of this academic year), I have been reflecting on the importance of a good plan for any organization.

What is a strategic plan? I believe that a strategic plan is a document that provides an organization a roadmap for the future. It is a plan that serves to set the overall direction in which the organization is going, providing goals and objectives as to how to get there. In its development, the organization assesses its strengths, weaknesses, opportunities and threats. It takes a comprehensive look at the external environment and assesses its own challenges. By setting specific goals and objectives, it outlines what an organization is going to do to grow, address challenges, improve its operations, and meet the needs of its customers/clients. A strategic plan is

very important for every organization and business.

If these plans are so important, why do so many organizations go without them? Some folks say that they are too busy running their operation/business to develop a strategic plan. Some leaders say that “the plan is in my head.” Some don't know how to develop a plan, while others don't see the need for a plan – and the reasons go on and on. I think that all of these reasons are a mistake.

The process of developing a plan may be just as important as the plan itself. If done well, developing the plan involves a variety of people from the organization along with members of the community, customers/clients, and anyone else that touches an organization. All of this input can provide leaders with great feedback about the organization.

² Swanger, D. (September 3, 2015). *The Importance of Planning*. Retrieved from https://www.huffingtonpost.com/entry/the-importance-of-plannin_b_8076794.html

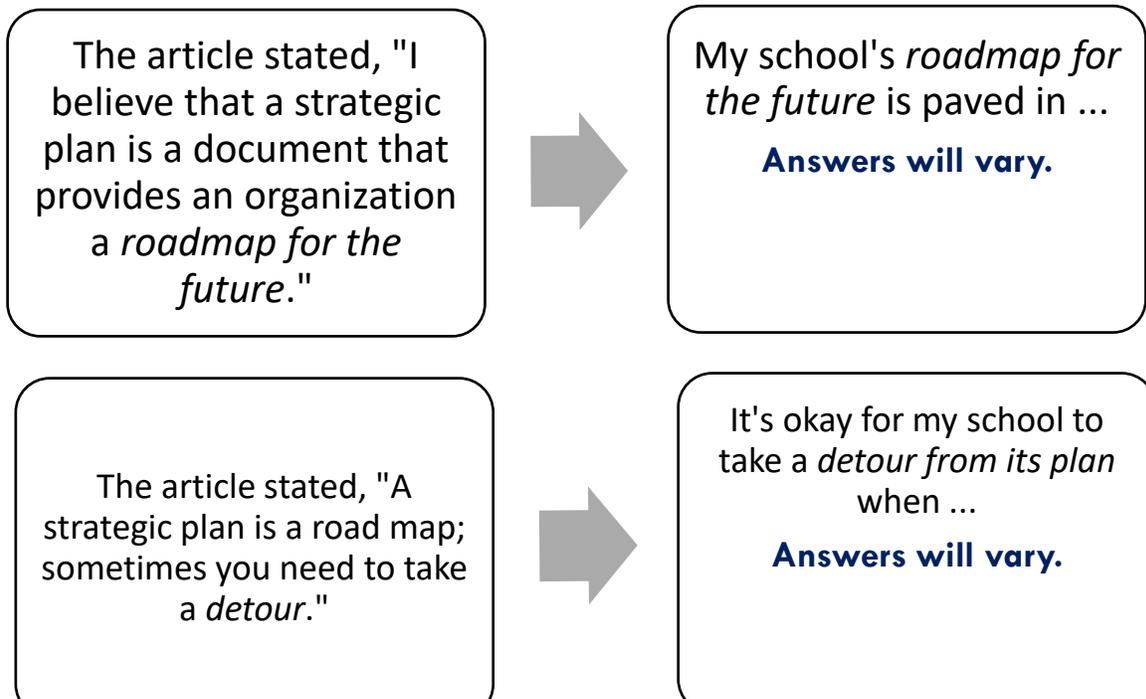
When completed, the plan communicates the organization's future to the entire organization; helps to get everyone working in the same direction; and, provides the organization's goals and objectives against which it can measure its progress. These are all important in today's competitive environment.

While implementing the strategic plan at FM, the Leadership Team regularly goes through the plan, documenting what we have accomplished, what is in progress, what still needs to get done, and what we might need to change. This helps keep us on track.

Did I say "change" a strategic plan? I did. Our strategic plan is created every five-years, but we can't possibly know everything about what the next five years will bring. Sometimes with new information, changing resources, dynamic political environments, and a fluctuating economy, some things we thought we needed to do, might not seem important – or possible – while other things we didn't plan might become critical to our operation. A strategic plan is a road map; sometimes you need to take a detour.

I encourage every organization, government agency, and business to develop their plan for the future. If you are stuck on how to do it, there are consultants and classes that can show you how to get started. Good planning makes great organizations, and great organizations make great communities.

Go to PowerPoint slide 5



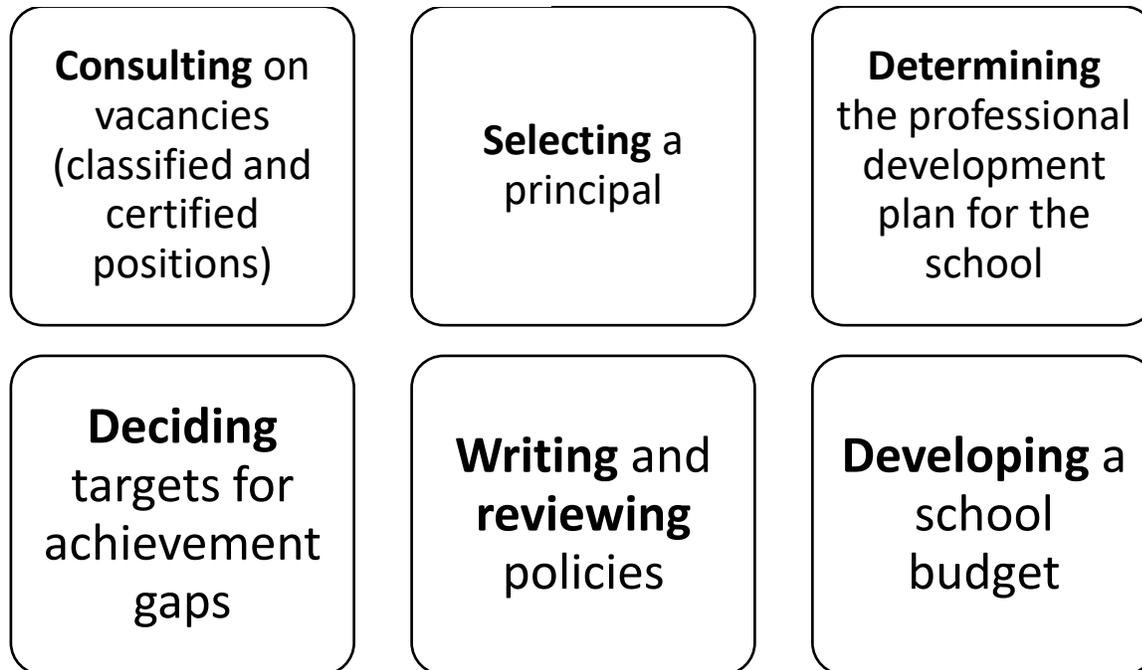
After enough time has passed, facilitate discussion by asking the following questions: What stood out to you from the article? What was something you were enlightened about? Have participants also share at their tables the information they included in the boxes above. If anyone feels compelled, please have him/her share with the group.

Say: Now that we have established the framework for this training, let's hone in on how the work that the school council does contributes to continuous improvement and how proper planning and thoughtful decision making results in greater student achievement. Have volunteers read the paragraphs below aloud prior to moving forward to the regulation review.

Continuous Improvement Planning for Schools and School Councils

School councils promote shared leadership among those who work closely with the students. The council has the responsibility to set school policy and make decisions outlined in statute, which should provide an environment to enhance student achievement. The policies should assist in meeting the goals established in KRS 158.645 and KRS 158.6451. Making *shared decisions* results in a greater commitment to enhancing student achievement. The council has been tasked with several responsibilities, including the following:

Go to PowerPoint slide 6



In addition to those responsibilities, the council must adopt a comprehensive school improvement plan that focuses on the needs of the students of the school, which is the purpose of this particular training module. School council members have one of the most important roles in setting the stage for school improvement, which subsequently impacts student outcomes.

Read the highlighted portion below and have participants annotate and/or highlight while they read the regulation.

Directions: The primary regulation pertaining to a school council's role in establishing the comprehensive school improvement plan is 703 KAR 5:225. Silently read the regulation on the next couple of pages and while doing so, highlight important information and make notes in the margins – especially any mention of the school-based decision making council and any pertinent due dates.

Before reading the regulation: You may need to explain that a regulation outlines a process for carrying out what is written in a statute.

After reading the regulation: After sufficient time has passed and participants have read the regulation, have them complete the regulation review activity that follows. Once they have completed the tasks, discuss the responses aloud. It is particularly important to note the purpose of the plan and the stakeholders involved.

You are encouraged to walkabout the room while participants read and annotate the module. Should someone inquire, the statutes related to the regulation are highlighted in green. The *Necessity, Function, and Conformity* language provides background information and sets the stage that this regulation establishes the process for continuous improvement planning for schools and districts. The answer key to the activity has been included in your guide below. Go to PowerPoint slide 7.

703 KAR 5:225. Continuous improvement planning for schools and districts.

RELATES TO: KRS 158.645, 158.649, 158.6451, 158.6453, 158.6455, 160.346, 20 U.S.C. 6311

STATUTORY AUTHORITY: KRS 158.649, 158.6453, 158.6455, 160.346

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide accountability system that measures the achievement of students, schools, and districts; complies with the federal Elementary and Secondary Education Act, 20 U.S.C. secs. 6301 et seq., as amended by the Every Student Succeeds Act (ESSA), or its successor; and ensures accountability. KRS 158.6455 requires the Kentucky Board of Education, following the revision of academic standards and development of a student assessment program, to create an accountability system to classify schools and districts, including a formula for accountability, goals for improvement, and rewards and consequences. This administrative regulation establishes the comprehensive school and district improvement plan process. The requirements are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the ESSA.

Section 1. Definitions. (1) “Charter school” means a “public charter school” as defined in KRS 160.1590(12).

(2) “Charter school board of directors” or “governing board” means charter school board of directors as defined in KRS 160.1590(6).

(3) “Comprehensive District Improvement Plan” or “CDIP” means a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, 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.

(4) “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.

Section 2. Monitoring. (1) The department shall review and approve all submissions required by this administrative regulation.

(2) The department shall monitor implementation of each CDIP or CSIP and shall provide guidance based upon information, which may include the following:

(a) Progress reports from the school through the district;

(b) Data reviews;

(c) On-site observation; and

(d) Other information supplied at the option of the district or school.

(3) In addition to the activities undertaken by the department, each school district or governing board shall monitor compliance of its respective schools.

Section 3. Comprehensive School and District Improvement Plan Process. (1) Each school or district shall, by January 1 of each school year, develop, review, and revise a comprehensive school or district improvement plan.

(2) The structure of a school or district comprehensive improvement plan shall include:

(a) Completion of the Continuous Improvement Diagnostic between August 1 and October 1 of each school year;

(b) Completion of the needs assessment between October 1 and November 1 of each school year that shall include:

1. A description of the data reviewed and the process used to develop the needs assessment;
2. A review of the previous plan and its implementation to inform development of the new plan; and
3. Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions;

(c) Process for development of the CSIP or CDIP, to be completed between November 1 and January 1 of each school year, which shall include:

1. Analysis of data to determine causes and contributing factors;
2. Prioritization of needs; and
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 stakeholder communications and input;

(d) A set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and administrative regulations included in those assurances; and

(e) A process for annual review and revision by the school or district.

(3) Continuous improvement and capacity building shall drive the development of the plan.

(4) Other required components in the process shall include:

(a) A standards-based process for measuring organizational effectiveness that shall include purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement;

(b) A data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input;

(c) A written improvement plan based on the issues identified in the self-evaluation;

(d) A set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed;

(e) Electronic submission of all elements of the plan;

- (f) Monitoring implementation of the plan through implementation and impact checks; and
 - (g) Evaluation of the effectiveness based on the strategies and activities in the plan.
- (5) A CSIP shall also include the elements required of schools pursuant to KRS 158.649(5).
- (6) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.*

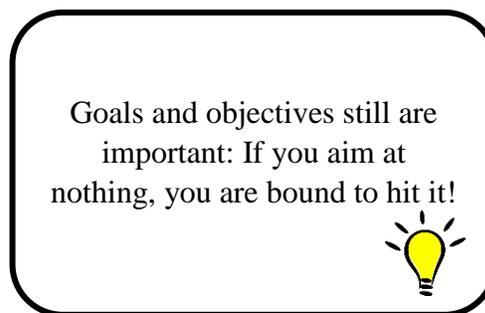
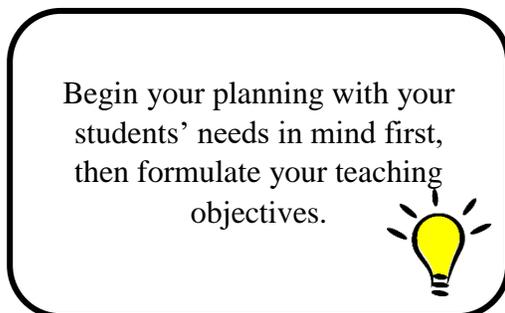
Before going over the answers, show participants PowerPoint slides 8-12 and explain that these slides summarize the regulation in easier-to-understand language.

Regulation Review

Directions: Revisit the regulation and complete the review tasks outlined below: Answers are on PowerPoint slide 13.

1. Circle the stakeholders responsible for developing the comprehensive school improvement plan.
2. **Highlight** the criteria upon which the CSIP should be based.
3. Underline the purpose of the CSIP.
4. Double-underline the date in which the school should develop, review and revise its CSIP.
5. Place an asterisk (*) by the statement indicating where the CSIP should be posted.
6. Circle the correct name of the CSIP:
 - a. Comprehensive school improvement plan
 - b. Continuous school improvement plan

3



There are quotes scattered throughout the training module. As time allows, take time to read the goals aloud and reflect on those as you move through the training.

³ Galindo, I. (November 9, 2015). *The Benefits of Planning for Teaching*. Retrieved from <https://www.ctsnet.edu/the-benefits-of-planning-for-teaching/>.

Say: The Kentucky Department of Education has streamlined the school improvement plan into four distinct phases, which are not arbitrary. Each of the four phases serves as a chapter in the improvement planning process. Phase One asks schools to consider how they want to improve, Phase Two encourages an assessment of need, while the third phase emphasizes creating a sound plan to guide the school to improvement. Let's engage in the four phases of the improvement planning process. (Have volunteers read the information below aloud.)

The Four Phases of the Comprehensive School Improvement Plan

Continuous improvement requires the evaluation of current practices, processes and conditions and the ability to reflect upon evidence, communicate a vision, plot a journey, build momentum and adjust course when necessary. SBDM councils are responsible for annually reviewing data as shown on state and local student assessments, which should include but not be limited to information on performance levels of all students tested and information on the performance of students disaggregated by race, gender, disability and participation in the federal free and reduced-price meals program. After reviewing the data, each school council, with the involvement of parents, faculty and staff, should develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and KRS 158.6451.

The required documents that reflect these goals, evaluations and the plan are completed in the eProve platform. eProve provides diagnostics that school administrators are required to complete, get approved and upload. The diagnostics are completed in phases and are due according to the dates mentioned in the regulation and statutes.

There are four phases that must be completed. The description for these phases are found on the [Comprehensive Improvement Planning for Schools and Districts page on KDE's website](#). With a partner, access this site and, using the provided cards, sort the cards under the appropriate phase on your table and then complete the chart below with the information you gathered:

Have each pair access the website and use the cards to sort out what is due in each phase and when it is due. Once all cards have been used, copy that information into the chart below. Refer to PowerPoint slides 14-16.

Phase	What is due?	When is it due?
ONE	Continuous Improvement Diagnostic for Schools	October 1
TWO	The Needs Assessment for Schools School Assurances	November 1
THREE	Comprehensive Improvement Plan for Schools Closing the Achievement Gap Diagnostic Executive Summary for Schools	January 1
FOUR	Progress Monitoring	December 31

Say: For your reference and review, a proposed timeline has been provided in [Appendix A](#). This is only a proposal and subject to the constraints of your council's work.

Now that you know what phases are in the CSIP and what each phase includes, highlight the diagnostics in the chart that **must** be posted to the school's website as part of its CSIP. You may need to refer to the regulation on pages 6-8 of this training module to assist you.

If anyone inquires about the School Safety Report and the Title 1 Annual Review, inform them that those particular documents are not part of the school improvement plan.

Say: We now know what is in each phase and when it is due, but what do each of those diagnostics actually look like and what information is in them? You are going to visit your school's website and locate its CSIP. Once you have located the CSIP, read the phase's description and evaluate whether that particular diagnostic is found in the CSIP that was posted. If the school does not have the CSIP posted, make sure to note that. (After ample time has elapsed, facilitate a discussion if participants cannot locate the CSIP. How does this make them feel? To what can they contribute this lack of posting?) Go to PowerPoint slide 17.

Activity: Continuous Improvement Plan Scavenger Hunt

Every school is required by 703 KAR 5:225 to post its CSIP on the school's website. Visit your school's website and access the school's CSIP. If the CSIP is not posted, make sure to note that in the third column below:

Phases and Diagnostics Due:	Phase Description:	Evaluation:
<p>Phase One: Continuous Improvement Diagnostic</p>	<p>The continuous improvement diagnostic is due in eProve by Oct. 1 during Phase One. The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.</p>	<p><i>Does the CSIP include the Continuous Improvement Diagnostic?</i></p> <p><input type="checkbox"/> Yes, the continuous improvement diagnostic is posted as part of the CSIP.</p> <p><input type="checkbox"/> No, the continuous improvement diagnostic is not posted as part of the CSIP.</p> <p><input type="checkbox"/> The CSIP is not posted on the school's website.</p>
<p>Phase Two:</p> <ul style="list-style-type: none"> • Needs Assessment for Schools • School Assurances 	<p>In this phase, schools are responsible for submitting three documents into eProve by Nov. 1; however, two of those directly align with the continuous improvement process: the needs assessment and school assurances.</p> <p>The development of the needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school, as well as the processes, practices and conditions that contributed to that state.</p> <p>The school assurances are a required component of the CSIP process (703 KAR 5:225).</p>	<p><i>Does the CSIP include both diagnostics required in phase two?</i></p> <p><input type="checkbox"/> Yes, both diagnostics are posted as part of the CSIP.</p> <p><input type="checkbox"/> Only one of the diagnostics in phase two is posted as part of the CSIP.</p> <p><input type="checkbox"/> The CSIP is not posted on the school's website.</p>

Phases and Diagnostics Due:	Phase Description:	Evaluation:
<p>Phase Three:</p> <ul style="list-style-type: none"> • Comprehensive Improvement Plan for Schools • Closing the Achievement Gap Diagnostic • Executive Summary for Schools 	<p>In this phase, schools are responsible for submitting three diagnostics into eProve by Jan. 1. These diagnostics are the comprehensive improvement plan for schools, closing the achievement gap and the executive summary for schools.</p> <p>Comprehensive improvement plan for schools: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.</p> <p>The closing the achievement gap diagnostic is required by KRS 158.649, but it is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (two-year window) relating to its individual gap groups. Upon completion of the closing the achievement gap diagnostic, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.</p> <p>The purpose of the executive summary is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.</p>	<p><i>Does the CSIP include all three diagnostics required in phase three?</i></p> <p><input type="checkbox"/> Yes, all three diagnostics are posted as part of the CSIP.</p> <p><input type="checkbox"/> No, some of the diagnostics in phase three are not posted as part of the CSIP.</p> <p><input type="checkbox"/> The CSIP is not posted on the website.</p>
<p>Phase Four: Progress Monitoring</p>	<p>The last phase of the comprehensive school improvement plan involves progress monitoring. Continuous improvement planning requires careful monitoring ensuring the needs of learners are met and that student outcomes are positively impacted. Phase Four allows schools to choose a flexible and customized approach to monitor and implement the comprehensive improvement plan. During this phase, schools ask themselves several key reflective questions with regard to their plan:</p> <ul style="list-style-type: none"> • How do we know if our strategies and activities are meeting the needs of learners? • Will we adjust or stay the course? 	<p>Not applicable</p>

This would be a great time to take a short 10-15 minute break. Go to PowerPoint slide 18.

After returning from break, say the following: Welcome back from your break! Next we are going to explore the Needs Assessment in more depth.

Read the highlighted section below and the directions of the Think Pair Share activity. Participants will take 10 minutes to think about the needs of the school and the students in the areas listed below. After 5 minutes, have them pair up with someone and discuss the needs they recorded in the diagram. After 10 minutes, each pair will share their thoughts.

Looking Back to Plan Ahead

Phase Two of the continuous improvement process involves assessing the school's current state through the completion of a **needs assessment**. The needs assessment asks schools to consider the following:

Go to PowerPoint slide 19.

- The process used for reviewing, analyzing, and applying data results;
- The school's current condition using precise numbers and percentages as revealed by past, current and multiple sources of data;
- Areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points;
- Data trends from the previous two academic years and which academic, cultural and behavioral measures remain significant areas for improvement;
- Areas in which the school will focus its resources and efforts in order to produce the desired changes; and
- The school's strengths and leverages.

Activity: Think Pair Share

Go to PowerPoint slide 20.

Directions: Based upon what you know about your school, what needs do you recognize related to the following areas?

Academic	• Answers will vary.
Social/Emotional	• Answers will vary.
Resources	• Answers will vary.
Facilities	• Answers will vary.
Enrichment	• Answers will vary.

Share your responses with a partner and circle any overlapping ideas that the two of you had in common.

Say: Once councils, parents, school leaders, and teachers have determined the needs of the school, planning must occur. This plan will include goals and objectives that reflect how students will achieve and how staff will carry out the plan to meet the goals and objectives. A proper plan leads to success. Read the highlighted section and allow time for the activity.

After careful analysis of its current state through the completion of the needs assessment, schools begin **planning for the future** during Phase Three. Phase Three involves intentional planning of sound goals, objectives and strategies to ensure students achieve relevant academic outcomes.

Have participants draw a line from the word to match the definition.

Go to PowerPoint slide 21.

TERM	DEFINITION
Goals	Long-term three-to five-year targets
Objectives	Short-term targets to be attained by the end of the current year
Strategies	Research-based approaches based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives

Directions: Read the statement below and circle whether the statement is a goal, objective or strategy and explain your reasoning.

Statement 1	<i>All teachers will maintain a focus on the district's common language through collaborative professional teaching and learning opportunities.</i>	This statement is an example of a <u>goal/objective/strategy</u> because, it addresses a practice that will be used and a process that will be implemented to reach a goal.
Statement 2	<i>By May 2022, Commonwealth High School will have an overall ACT composite score of 22.</i>	This statement is an example of a <u>goal/objective/strategy</u> because, it is a long term three-five year target.
Statement 3	<i>By May 2020, the percent of students eligible for free/reduced lunch meeting benchmark in reading will increase from 48 percent to 52 percent and in math will increase from 35 percent to 40 percent.</i>	This statement is an example of a <u>goal/objective/strategy</u> because it is a short term target that will be attained at the end of the current year.

Read the highlighted section below and have a discussion about whether any of the participants have contributed to the writing of a CSIP before and what it was like to be a part of that process. Once participants have shared out, explain that they are going to look at their school's CSIP that is posted on their school's website and evaluate it. Go to PowerPoint slide 16. If participants cannot find their school's CSIP, there is a sample CSIP that was included in the training materials that may be used. The sample CSIP is in a logical order versus the order the diagnostics are due. The logical order gives the school's story (i.e. executive summary is who the school is, which is a good starting point for the plan).

CSIP Evaluation [Go to PowerPoint slide 22.](#)

Now that you are familiar with the CSIP, its phases and the contents of each phase, it is important that you spend time evaluating one. Careful evaluation of a CSIP will provide you with the necessary skills when it's your turn to help your school develop and/or approve the school's improvement plan. Once again, please locate your school's CSIP on the school's website. If the school does not have its CSIP posted, try to find another school in the district or in a surrounding district that does have one posted.

Locate each of the diagnostics listed in the sections below, skim/read the diagnostic with your group and then evaluate the diagnostic based on the following statements:

Phase One: Continuous Improvement Diagnostic

The information in the diagnostic was helpful because ...

The information in the diagnostic was lacking because ...

The diagnostic was unavailable or incomplete.

Phase Two: Needs Assessment and School Assurances

The information in these diagnostics was helpful because ...

The information in these diagnostics was lacking because ...

The diagnostics were unavailable or incomplete.

Phase Three: Comprehensive Improvement Plan for Schools, Closing the Achievement Gap, Executive Summary for Schools

The information in these diagnostics was helpful because ...

The information in these diagnostics was lacking because ...

The diagnostics were unavailable or incomplete.

Say: What did you find while evaluating a school's CSIP? What was helpful? What could be improved?

Reflection

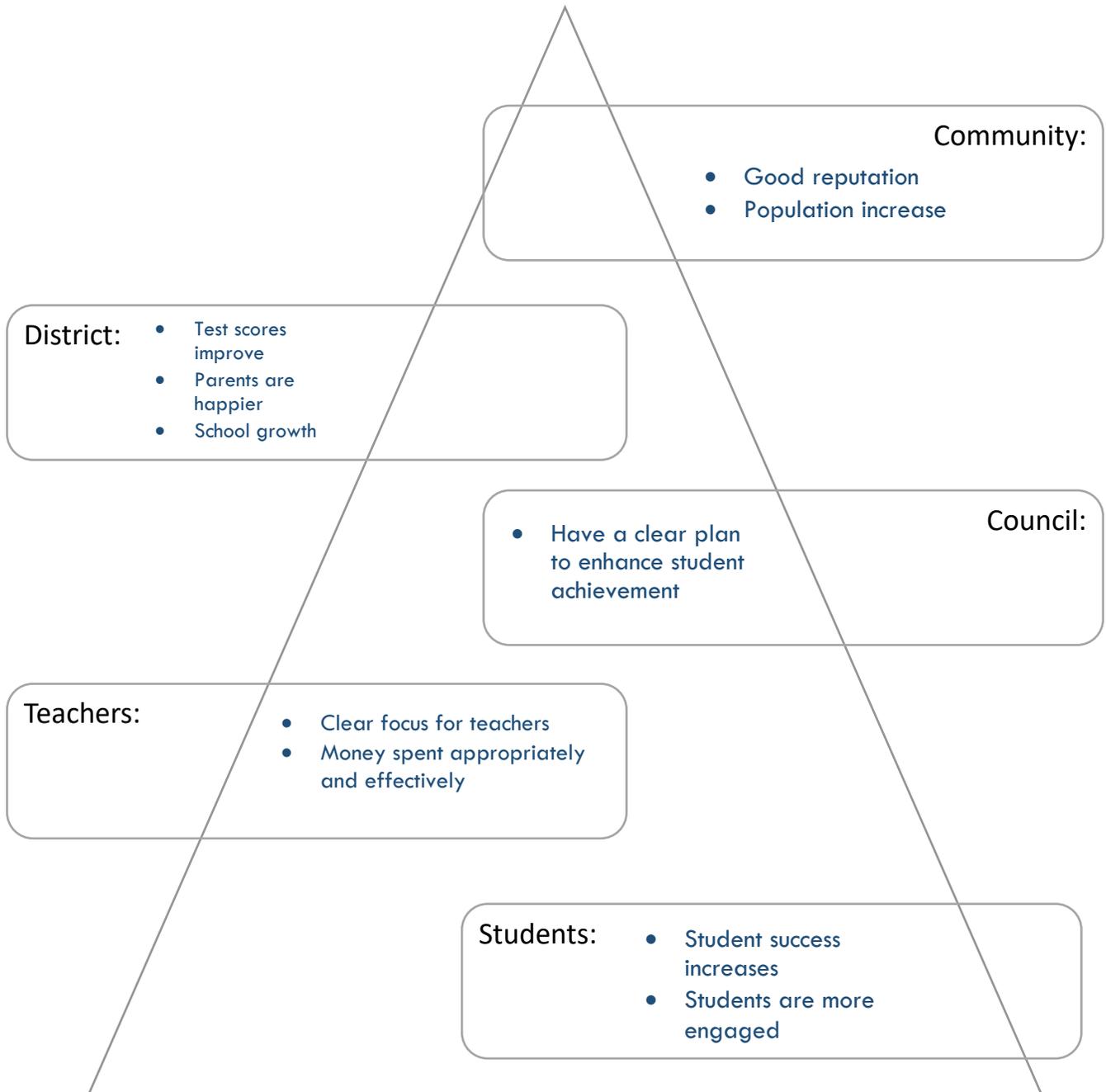
After having looked at the CSIP for your school, discuss with your tablemates what you believe is going well with the school and its identified goals. Additionally, share what could be improved upon and any other factors that should be addressed going forward?

Strengths What are areas that make your school standout? What are you proud of?	Weaknesses What are areas that place your school at a disadvantage? What areas need to be improved upon?	Opportunities What areas, needs, and factors does the school and council need to focus on in order to improve their weaknesses?

Say: When writing the CSIP, all hands are on deck! The community, school district, school council and teachers should all be involved in the writing/planning of the CSIP and the establishment of the goals. Everyone benefits from a sound plan, but how so?

Think: Pair: Share: A Return on Your Investment

Careful planning yields a return. In the case of the CSIP, who benefits from investing in purposeful continuous improvement planning? **With a partner, list several examples of how the stakeholders listed below benefit from careful planning of the school's CSIP.** Sample answers are provided. Go to PowerPoint slide 23.



Say: [Appendix B](#) offers several best practices related to improvement planning, including, but not limited to, the following:

- committees,
- budget considerations,
- soliciting feedback, and
- monitoring.

Say: Besides the regulation you read in the beginning, there are other statutes that pertain to continuous improvement and that also provide additional guidance on the continuous improvement planning process. We are going to split up in groups and each group will examine one of the other statutes more closely and will complete the guiding questions for your assigned statute in the chart below. Divide the participants into groups and assign them a statute. They will read it and answer the questions in the chart below. Once the groups come back together as a whole, have a representative from each group share their information aloud. Instruct those participants who are listening to fill in the columns below. Refer to PowerPoint slides 24-25.

Activity: Related Statutes Jigsaw

Directions: In addition to 703 KAR 5:225, there are several other statutes related to the continuous improvement process. Read the assigned statute and after reading the statute, discuss the following questions in column one. Record your responses to each question underneath the statute assigned to you.

	KRS 158.649	KRS 160.340	KRS 160.345	KRS 160.346
According to the statute, which stakeholders are involved in the planning process?	School council, local board of education, superintendent, parents, faculty, and staff	School council, local board of education	Local board of education, school council, parents, faculty and staff	Local school personnel, principal, school leaders, teachers, and parents
According to the statute, what roles do the stakeholders play?	<ul style="list-style-type: none"> Each local board of education shall adopt a policy for reviewing the academic performance on state assessments. The council, with the involvement of parents, faculty and staff, shall set the school's targets for eliminating any achievement gap. The council and superintendent shall agree on the targets. The council, with parents, faculty and staff, shall review the data and revise the school improvement plan. 	<ul style="list-style-type: none"> The local board may adopt a policy requiring that each school council make an annual report at a public meeting of the board describing the school's progress. The local board shall review the portion of each school's consolidated plan that sets forth the activities and schedule to reduce the achievement gaps among various groups of students. 	<ul style="list-style-type: none"> Each school council shall annually review data as shown on state and local student assessments. After completing the review of data, each council with the involvement of parents, faculty and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals. A plan must be submitted to the superintendent and local board for review. 	<ul style="list-style-type: none"> When a school is identified as TSI, the local school personnel, principal, school leaders, teachers, and parents shall revise its school improvement plan.
According to the statute, what (if any) completion dates were included in the statute?	February 1	August 15	April 1, October 1	While there is no specific date in this statute that is mentioned, the due date is January 1 for TSI schools as mentioned in the previous regulation.

Once your section of the chart is completed, select a group spokesperson to share your summary with the participants. While other spokespeople are presenting the summaries on behalf of their group, fill in the remainder of your chart.

Say: In Kentucky's accountability system, if a school is identified as Targeted Support and Improvement (TSI), the Comprehensive School Improvement Plan must include evidence-based practices ensuring student achievement. This shift in language from *research-based practices* can be attributed to the Every Student Succeeds Act (ESSA), which is a federal law. Let's spend time reviewing some of the additional implications of the improvement plan when a school is identified as TSI. [Go to PowerPoint slide 26.](#)

Additional Implications for School Improvement Planning

Pursuant to KRS 160.346(4)(a), those schools identified for Targeted Support and Improvement (TSI) under Kentucky's accountability system must work with local school personnel – including the principal, other school leaders, teachers and parents – to revise their school improvement plans. Each revised plan must be informed by all available indicators, including student performance compared to long-term goals, and must include the following:

1. Components of turnaround leadership development and support;
2. Identification of critical resource inequities;
3. Evidence-based interventions; and
4. Additional actions that address the causes of consistently underperforming subgroups of students.

TSI improvement plans are subject to review and approval by the district's local board of education. For additional information regarding CSIP best practices for TSI schools, please visit the [Targeted Support and Improvement website](#) and access the resource entitled [Targeted Support and Improvement CSIP Requirements](#).

For additional supports and resources for TSI schools, please review [Appendix C](#) in this training module.

[Go to PowerPoint slide 27.](#)

Evidence-Based Practices

One requirement under the Every Student Succeeds Act (ESSA) is that school improvement efforts be rooted in “evidence-based activities, strategies, or interventions.” While the term “evidence-based” has been in other areas of the law for many years, ESSA is the first federal law to define and identify levels of evidence for educational purposes.

Did you notice that TSI school improvement plans must include evidence-based interventions in the list above? So, what exactly does the term “evidence-based” mean?

Participants will use the evidence-based practices webpage to learn more about what evidence-based practices are, how to find them, and how to document them. They can work as partners or alone depending on how many devices there are. After completing the review tasks, have them complete the reflection question at the bottom of page 18. If a participant is not associated with a TSI school, he/she may not find the information helpful. Instead facilitate a discussion about how/why evidence-based practices can be helpful to anyone—regardless of accountability identification status.

All who have accomplished great things have had a great aim, have fixed their gaze on a goal which was high, one which sometimes seemed impossible.

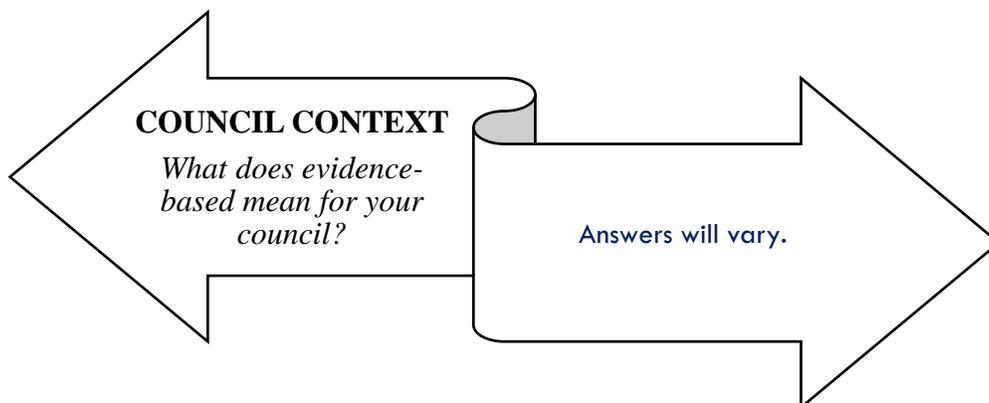


- Orison Swett Marden

Activity: Evidence-Based Practices

Spend time exploring the [Evidence-Based Practices webpage on KDE’s website](#), then answer the following questions:

QUESTION	ANSWER
1. Select the Evidence-Based Practices Glossary of Terms found on the Evidence-Based Practices webpage . What is the definition of evidence-based practices? Include the four categories of the evidence levels within your definition.	<p>An activity, strategy, or intervention that demonstrates statistically significant effect on improving student outcomes or other relevant outcomes based on...</p> <ol style="list-style-type: none"> 1. strong evidence from at least 1 well-designed and well-implemented experimental study; 2. moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; 3. promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or 4. demonstrating a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
2. What does WWC stand for and what is its purpose?	<p>What Works Clearinghouse reviews existing research on different programs, products, practices, and policies in education. The clearinghouse also sets the standards for other studies and reviews.</p>
3. Select Documenting Evidence Under ESSA . What are the three options for documenting evidence?	<ol style="list-style-type: none"> 1. Complete the Empowered by Evidence: Reviewing Evidence Under ESSA and attach it to their CSIP. 2. Evaluate evidence and write a narrative. 3. Local decision.
4. Review the Evidence-Based Frequently Asked Questions document . Which question and answer benefitted you the most?	<p>Answers will vary.</p>



Say: We have now reached the end of the improvement planning training module. Before we complete an evaluation, let's revisit the quotations from the beginning of the training; however, this time it is imperative to connect the quotes to improvement planning rather than your personal life. (Read the highlighted section below aloud.)

Closing Activity Go to PowerPoint slide 28.

Earlier in the training you were introduced to several quotes regarding planning and were asked to connect a quote to your personal life. Now that you have a better understanding of the council's role with continuous improvement planning, reread the quotes below and reflect on the question with your new angle. Which quote resonates with you and the CSIP process at your school? Circle your selection and then respond to the statement in the box.

If you want to go far, go together.

One size does not fit all.

Failing to plan is planning to fail.

What gets measured gets done.

Ideas are only as good as they are implemented.

If everything's a priority, nothing is.

Talent matters.

Put your money where your mouth is.

Don't be a flash in the pan.

This quote resonates with the CSIP process at my school because ...

Answers will vary.

To bring the training *full circle*, you are encouraged to refer back to the cover page and review the objectives again ensuring that each goal was met during the training. Prior to dismissal, thank participants for attending today's session and give each person an evaluation to complete. Provide an EILA certificate in exchange for the evaluation.

Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.

-Pablo Picasso



Appendix A: CSIP Timeline and Agenda Considerations

To ensure the school is committed to continuous improvement and its improvement plan, it is important to keep the plan as a standing item on monthly SBDM agendas. In an effort to keep improvement planning at the forefront of the council's work, the following timeline will allow councils a means for managing the crucial components of the CSIP. The majority of Kentucky's SBDM councils begin their term of service July 1st, which is why the proposed timeline begins with that month. State level data is released to districts by October 1st; however, schools are encouraged to carefully evaluate progress on local assessments, as well. **Any reviews/approvals of the school's improvement plan should be cemented in the council's meeting minutes.**

MONTH	AGENDA ITEMS FOR CONSIDERATION
July	Looking Back to Plan Ahead: Allow councils members the opportunity to review the school's most recent improvement plan . The chair may spend time elaborating on progress that has been made since January when the plan was submitted to the Kentucky Department of Education. Since the plan must be posted to the school's website, this may be an ideal time to show council members where the plan can be found on the school's website and that it is available to them and their review at all times.
August	Commitment to Improvement Planning: Principals will commit to implementing continuous improvement processes through the completion of the Continuous Improvement Diagnostic for Schools . SBDM council members should review and approve the diagnostic as it is a core component of the plan and required by 703 KAR 5:225.
September	During September, councils may also begin completing the Executive Summary for Schools . The Executive Summary for Schools provides a snapshot of the school and its demographics. Although this diagnostic is not due until January 1, it will be made available for download prior to January.
October	Assessing Need: State accountability data must be released to districts and schools by October 1 st . Upon the release and review of such data, SBDM councils should complete the Needs Assessment for Schools . Likewise, SBDM councils should approve the School Assurances .
November	During this month and after the release and review of accountability data, SBDM councils should work with superintendents to establish achievement gap targets and complete the Closing the Achievement Gap Diagnostic . SBDM councils should revisit the improvement plan that the chair shared in July to determine whether the goals, activities, and strategies need to be adjusted to match the most recent accountability data. The Comprehensive Improvement Plan for Schools diagnostic must be completed and the improvement planning template uploaded as an attachment to this diagnostic.
December	Review the CSIP in its entirety ensuring the council adopts the plan prior to its submission in eProve by January 1. The completed CSIP consists of the following diagnostics: Continuous Improvement Diagnostic for Schools, Executive Summary for Schools, the Needs Assessment for Schools, School Assurances, Closing the Achievement Gap Diagnostic, and the Comprehensive Improvement Plan for Schools. The aforementioned components must be posted to the school's website. The School Safety Report and Title I Annual Review should NOT be posted; both of these diagnostics are requirements of other federal and state laws.
January - June	During these months, SBDM councils should progress monitor . There are multiple avenues to ensuring goals are on track to be accomplished. Some examples include the following: <ol style="list-style-type: none"> 1. 30-60-90 Day Plans 2. Committee Reports (budget, professional development, data, improvement planning, etc....) 3. SWOT Analysis 4. Five (5) Data Questions

Appendix B: Best Practices

The following Best Practices will allow schools the opportunity to leverage its comprehensive school improvement plan and includes information regarding committees, budgetary considerations, soliciting feedback and opportunities for following up on the progress of the school’s improvement plan.

Committees	Through the careful delegation of improvement planning work, SBDM councils open themselves up to input from stakeholders who are not participating in the regular meetings and agenda items of the SBDM council. Committees allow those teachers, parents, and even students not elected to the council an opportunity to provide input on the school’s improvement plan all-the-while freeing up the council’s time to focus on other matters related to student achievement. A variety of committees could be charged with assisting with the school’s improvement plan, including but not limited to the following: budgets, improvement planning, professional development, etc...
Budget Considerations	<p>The following <i>best practices</i> help to ensure councils are strategically planning its funds:</p> <ul style="list-style-type: none"> • Prioritizing needs and funneling available dollars to those needs is crucial to the success of the school and the achievement of its students. The Needs Assessment requires careful synthesis and analysis of multiple sources of data and should serve as the framework for all schools to clearly identify their most critical areas for improvement to be addressed during the improvement process. All expenditures should be tied to the needs of the school. Intentional planning makes all of the difference! • Section 6 funds are elaborated on in 702 KAR 3:246 and are more commonly known as instructional funds. These funds are awarded to each school council who maintains budgeting authority. Section 6 funds should be used for instructional purposes, including, but not limited to, supplemental books and curriculum, stipends, and technology related supplies. Like all other funds available to the school, these funds should be directed towards the school’s identified needs. Having an intentional plan for the expenditures ensures schools are targeting crucial areas. When Section 6 funds are allocated to a council, it is imperative for council members to understand how these funds can be used and to have a working knowledge of the school’s academic goals. • Ensuring council members are aware of evidence-based practices and are investing funds in <i>what works</i>. Understanding <i>what works</i> and has been proven to work for students like theirs ensures the school gets a return on its financial investments. • Soliciting the help of the school’s budget committee to make proposals to the council on where/how funds should be spent to meet the goals outlined in the improvement plan.
Soliciting Feedback	<p>The following are examples of how schools and councils can engage a variety of stakeholders in the development of the school’s improvement plan:</p> <ul style="list-style-type: none"> • During Professional Learning Community (PLC) meetings, allow teachers the opportunity to review the plan and provide input that the council and/or committees will consider. • Schools can post a preliminary draft of the plan on the school’s website and seek input from a wide variety of stakeholders by way of Survey Monkey or any other surveying tool. • Utilizing events such as Parent/Teacher Conferences and Open Houses will give parents, guardians, and even students an opportunity to learn about the plan and the short and long term goals of the school. The school could seek input from attendees on their thoughts/opinions of the plan. • Within a district, schools could collectively share plans with other schools in the district for feedback and commentary.
Follow-up and Follow-through Opportunities	<p>Phase Four of the improvement planning process asks schools to monitor its progress towards meeting its goals. There are several meaningful ways to do this; however, the following non-exhaustive list provides a few examples that high achieving schools use to monitor their progress toward achieving its goals:</p> <ol style="list-style-type: none"> 1. SWOT Analysis <ol style="list-style-type: none"> a. Strengths <i>What are we doing well? What makes our school unique? How do we perceive the way other schools see us?</i> b. Weaknesses <i>What improvements do we need to make? What should we avoid? What factors cause us to have specific weaknesses?</i>

	<ul style="list-style-type: none">c. Opportunities for Improvements <i>What opportunities for improvements do we have? How can we capitalize on these potential improvements?</i>d. Threats <i>Do we have 100% buy in to excellence in our school? How can we ensure we are implementing strategies to the required level fidelity?</i> <p>2. Committee Presentations: Committees can be charged with monitoring and tracking progress. Presentations to the SBDM council can include an examination of the following five (5) data questions:</p> <ul style="list-style-type: none">a. What does the data tell us?b. What does the data NOT tell us?c. What are causes for celebration?d. What are causes for concern?e. What conclusions can be drawn? <p>3. 30-60-90 Day Plan Monitoring: Monitoring the improvement plan on an incremental basis is a strategic approach to ensuring goals are met. 30-60-90 day plans allow SBDM councils an opportunity to periodically gauge whether the school is still on course to reach its goals and in the event the school is not, the council can reassess the plan and adjust course. Committees can be utilized to present progress monitoring to SBDM council members as agendas allow.</p>
--	--

Appendix C: Additional Support and Resources for Targeted Support and Improvement (TSI) Schools

Contacts

Each Kentucky Department of Education contact listed below is available to provide technical assistance to TSI schools including onsite and/or face-to-face professional development and guidance. Kentucky's Hub Schools for Best and Promising Practices have nurtured long-term growth through the implementation of sustainable systems and offer TSI principals and teachers an opportunity to see promising practices in action.

[KDE District 180](#)

[Hub Schools](#)

[Continuous Improvement Coaches](#)

Web Pages

The following Kentucky Department of Education web pages provide information to further guide educators on supporting the achievement of students in underperforming groups:

[Targeted Support and Improvement](#)

[Evidence-based Practices](#)

[Novice Reduction for Gap Closure](#)

[Resources and Strategies for Gap Closure](#)

[English Learners and Immigrants Resources](#)

[Kentucky System of Intervention \(KSI\)](#)

[Targeted Interventions](#)

[Best Practices and Sustainability](#)

[Safe Schools](#)

Tools

Several continuous improvement tools, which can also be found on the web pages listed above, can be used to guide the TSI school improvement plan and help to facilitate thoughtful reflection and analysis:

[Plan Do Study Act \(PDSA\)](#)

[30-60-90 Day Plan Template](#)

[SWOT Analysis Tool](#)

[Diagnostics for Novice Reduction for Gap Closure](#)

Glossary

Achievement gap: persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure

Comprehensive Support and Improvement (CSI): Identification given to a school when it is among the lowest performing 5% of Title I or non-Title I schools by level, has a four-year graduation rate of 80% or less, or was previously identified as TSI for at least three years and did not exit

CDIP/CSIP (Comprehensive District/School Improvement Plan): the district or school's plan for improvement based on a need assessment; includes strategies and activities for teachers and administrators

Every Student Succeeds Act (ESSA)- the title given by President Barack Obama for the reauthorization of the Elementary and Secondary Education Act (ESEA)

eProve: a platform that provides diagnostics that school administrators are required to complete, get approved and upload; diagnostics are uploaded in this platform.

Evidence-based practices- an activity, strategy, or intervention that has been evaluated and proven to improve student outcomes

Goals: long-term three-to-five year targets

Kentucky Administrative Regulations (KAR): regulations that support Kentucky's laws

Kentucky Revised Statutes (KRS): Kentucky's laws

Objectives: short-term targets to be attained by the end of the current year

School improvement plan (CSIP): the school's plan for improvement based on a needs assessment; includes strategies and activities for teachers and administrators

Strategies: Research-based approaches based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives

Targeted Support and Improvement (TSI): Identification given to a school with low-performing gap groups