



## KENTUCKY DEPARTMENT OF EDUCATION

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

#### **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.

## 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

**Directions:** Before we dive into the school-based decision making council's role with planning, read each of the quotes<sup>1</sup> 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 ...

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<sup>1</sup> 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>.

## 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 article<sup>2</sup> 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.

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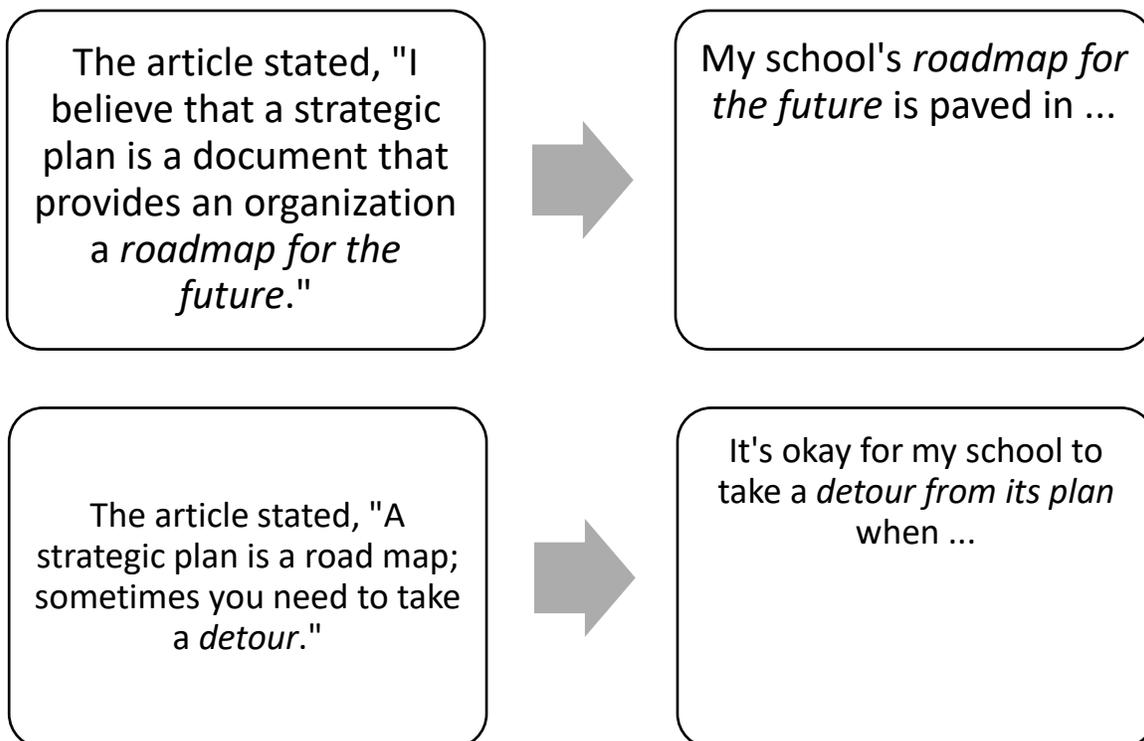
<sup>2</sup> Swanger, D. (September 3, 2015). *The Importance of Planning*. Retrieved from [https://www.huffingtonpost.com/entry/the-importance-of-plannin\\_b\\_8076794.html](https://www.huffingtonpost.com/entry/the-importance-of-plannin_b_8076794.html)

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.

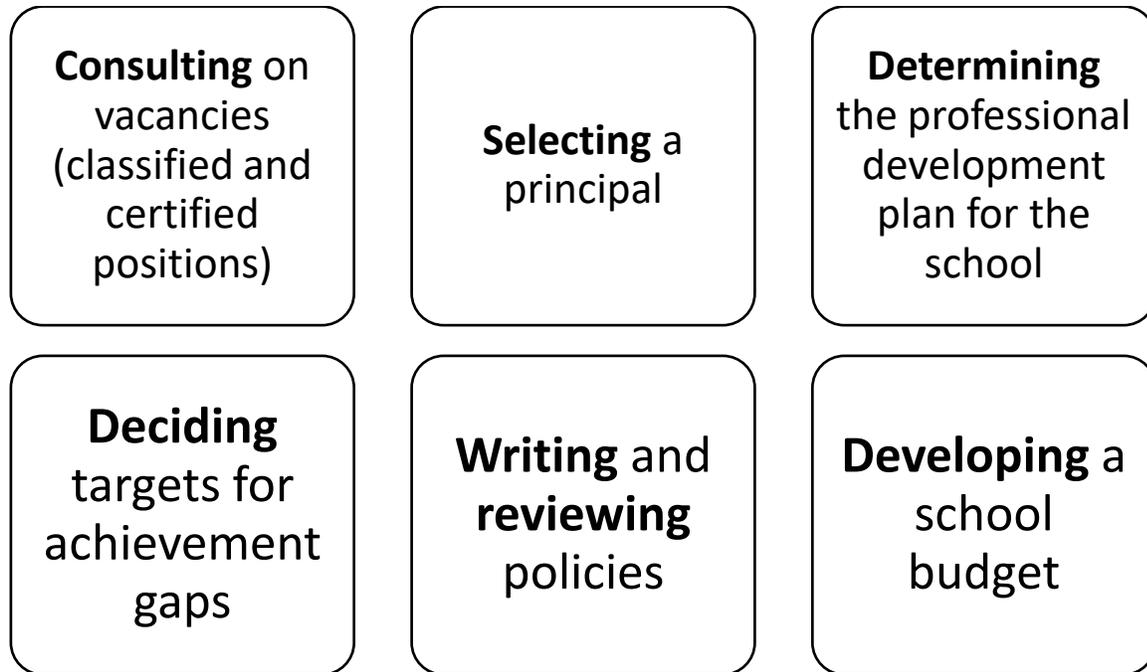
Did I say "change" a strategic plan? I did. Our strategic plan is created every five-years, but we can't possibly know everything about what the next five years will bring. Sometimes with new information, changing resources, dynamic political environments, and a fluctuating economy, some things we thought 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.



## 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:



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.

**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.

**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;

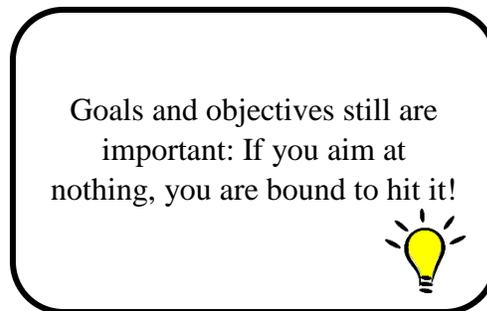
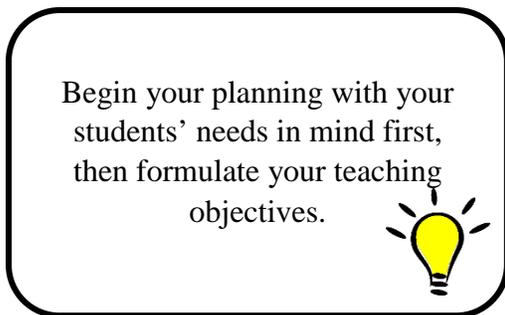
- (f) Monitoring implementation of the plan through implementation and impact checks; and
  - (g) Evaluation of the effectiveness based on the strategies and activities in the plan.
- (5) A CSIP shall also include the elements required of schools pursuant to KRS 158.649(5).
- (6) The CDIP for each district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

## Regulation Review

**Directions:** Revisit the regulation and complete the review tasks outlined below:

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

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

## 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:

Phase	What is due?	When is it due?
ONE		
TWO		
THREE		
FOUR		

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.

## 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><b>Phase One:</b> Continuous Improvement Diagnostic</p>	<p>The <b>continuous improvement diagnostic</b> 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><b>Phase Two:</b></p> <ul style="list-style-type: none"> <li>• Needs Assessment for Schools</li> <li>• School Assurances</li> </ul>	<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 <b>needs assessment</b> 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 <b>school assurances</b> 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>
<p><b>Phase Three:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive Improvement Plan for Schools</li> </ul>	<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</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>

<b>Phases and Diagnostics Due:</b>	<b>Phase Description:</b>	<b>Evaluation:</b>
<ul style="list-style-type: none"> <li>• Closing the Achievement Gap Diagnostic</li> <li>• Executive Summary for Schools</li> </ul>	<p>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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No, some of the diagnostics in phase three are not posted as part of the CSIP.</li> <li><input type="checkbox"/> The CSIP is not posted on the website.</li> </ul>
<p><b>Phase Four:</b> 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"> <li>• How do we know if our strategies and activities are meeting the needs of learners?</li> <li>• Will we adjust or stay the course?</li> </ul>	<p style="text-align: center;">Not applicable</p>

## 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:

- The school's strengths and leverages;
- 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

After having carefully analyzed the aforementioned criteria, schools should revisit their strengths and leverages to determine whether those identified strengths and leverages can be tapped into in order to focus efforts on the identified needs.

### Activity: Think Pair Share

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

Academic	→
Social/Emotional	→
Resources	→
Facilities	→
Enrichment	→

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

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.

How do the three differ? Try your hand at the activity found below. Match the term to the appropriate definition.

<b>TERM</b>	<b>DEFINITION</b>
<b>Goals</b>	Short-term targets to be attained by the end of the current year
<b>Objectives</b>	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
<b>Strategies</b>	Long-term three- to five-year targets

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

<b>Statement 1</b>	<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
<b>Statement 2</b>	<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
<b>Statement 3</b>	<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

## CSIP Evaluation

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.

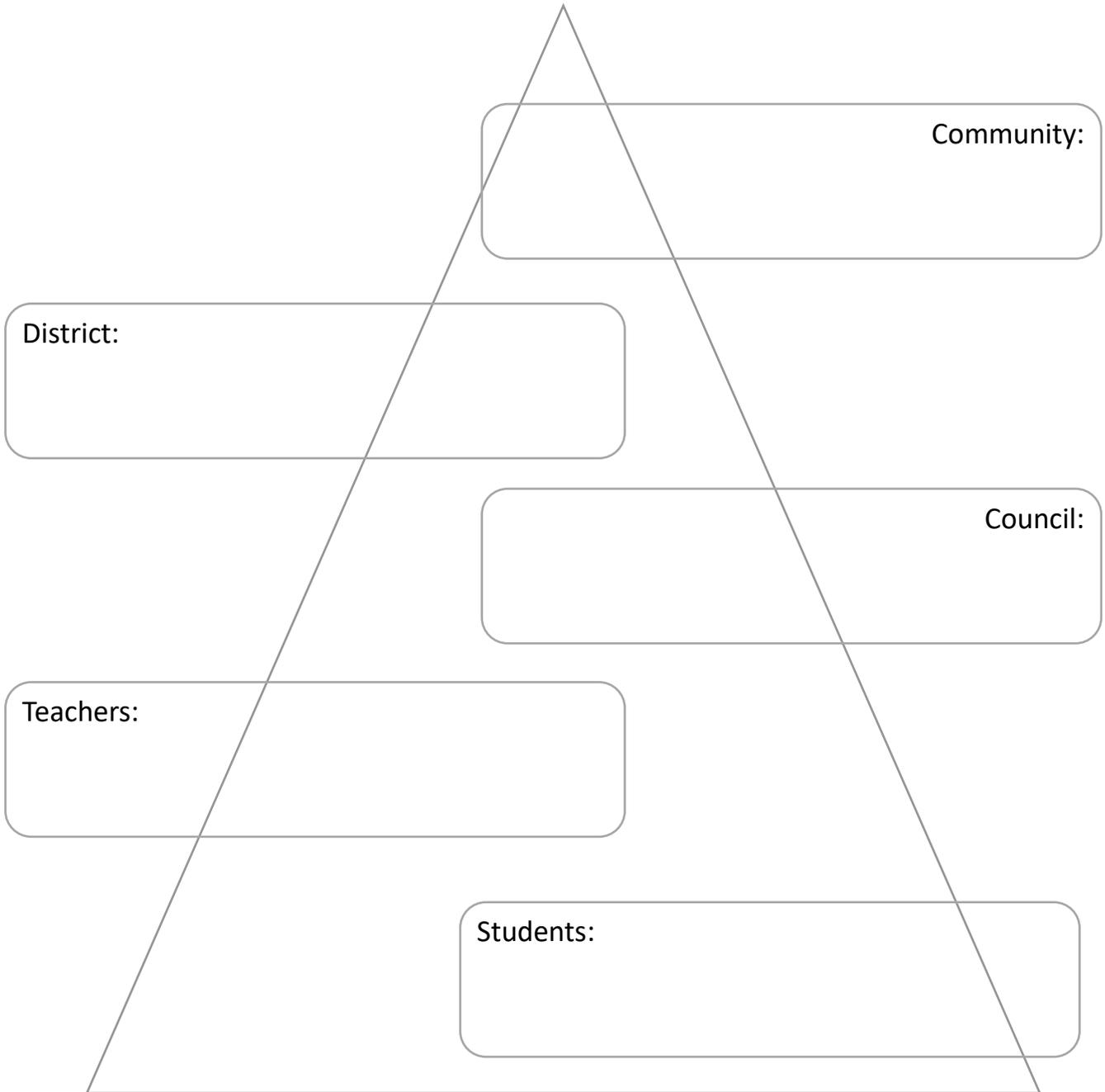
## Reflection

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

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

## 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.



## 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 <b>involved</b> in the planning process?	School council, local board of education, superintendent, parents, faculty, and staff	School council, _____	Local board of education, _____, _____, _____, and _____	Local school personnel, principal, school leaders, teachers, and _____
According to the statute, what <b>roles</b> do the stakeholders play?	<ul style="list-style-type: none"> <li>Each local board of education shall adopt a policy for reviewing the academic performance on state assessments.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>_____</li> <li>_____</li> </ul>	<ul style="list-style-type: none"> <li>Each school council shall annually review data as shown on state and local student assessments.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	<ul style="list-style-type: none"> <li>When a school is identified as TSI, the local school personnel, principal, school leaders, teachers, and parents shall revise its school improvement plan.</li> </ul>
According to the statute, what (if any) <b>completion dates</b> were included in the statute?	February _____	August _____	April 1, _____ 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.

## 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.

### 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?

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.

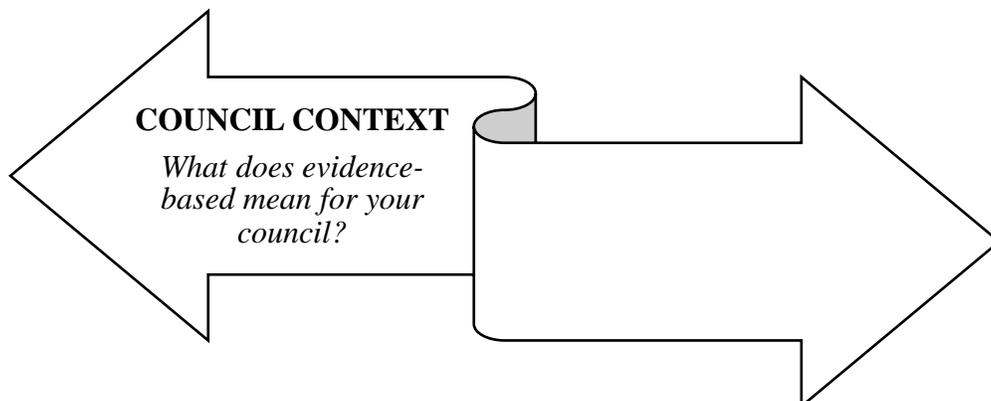


- Orison Swett Marden

### 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 <a href="#">Evidence-Based Practices Glossary of Terms</a> found on the <a href="#">Evidence-Based Practices webpage</a> . What is the definition of evidence-based practices? Include the four categories of the evidence levels within your definition.	
2. What does WWC stand for and what is its purpose?	
3. Select <a href="#">Documenting Evidence Under ESSA</a> . What are the three options for documenting evidence?	
4. Review the <a href="#">Evidence-Based Frequently Asked Questions document</a> . Which question and answer benefitted you the most?	



## Closing Activity

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....

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 1<sup>st</sup>, which is why the proposed timeline begins with that month. State level data is released to districts by October 1<sup>st</sup>; 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	<b>Looking Back to Plan Ahead:</b> Allow councils members the opportunity to <b>review the school’s most recent improvement plan</b> . 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	<b>Commitment to Improvement Planning:</b> Principals will commit to implementing continuous improvement processes through the completion of the <b>Continuous Improvement Diagnostic for Schools</b> . 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 <b>Executive Summary for Schools</b> . 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.  Although the following diagnostic is not due until November, council members may begin reviewing and completing the <b>School Safety Report</b> diagnostic, as well. This diagnostic (and all others) are already available in eProve and may be downloaded and completed prior to any deadline established in regulation.
October	<b>Assessing Need:</b> State accountability data must be released to districts and schools by October 1 <sup>st</sup> . Upon the release and review of such data, SBDM councils should complete the <b>Needs Assessment for Schools</b> .  Likewise, SBDM councils should approve the <b>School Assurances</b> . If the school operates a Title I schoolwide program, this is an ideal time to complete the <b>Title I Annual Review Diagnostic</b> , since it coincides with several of the 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 <b>Closing the Achievement Gap Diagnostic</b> .  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 <b>Comprehensive Improvement Plan for Schools</b> 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 <b>progress monitor</b> . There are multiple avenues to ensuring goals are on track to be accomplished. Some examples include the following: <ol style="list-style-type: none"> <li>1. 30-60-90 Day Plans</li> <li>2. Committee Reports (budget, professional development, data, improvement planning, etc....)</li> <li>3. SWOT Analysis</li> <li>4. Five (5) Data Questions</li> </ol>

## 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.

<b>Committees</b>	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...
<b>Budget Considerations</b>	<p>The following <i>best practices</i> help to ensure councils are strategically planning its funds:</p> <ul style="list-style-type: none"> <li>• 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!</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Soliciting Feedback</b>	<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"> <li>• During <b>Professional Learning Community (PLC) meetings</b>, allow teachers the opportunity to review the plan and provide input that the council and/or committees will consider.</li> <li>• 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 <b>Survey Monkey</b> or any other surveying tool.</li> <li>• Utilizing events such as <b>Parent/Teacher Conferences</b> and <b>Open Houses</b> 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.</li> <li>• Within a district, schools could collectively <b>share plans with other schools</b> in the district for feedback and commentary.</li> </ul>
<b>Follow-up and Follow-through Opportunities</b>	<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"> <li>1. <b>SWOT Analysis</b> <ol style="list-style-type: none"> <li>a. <b>Strengths</b> <i>What are we doing well? What makes our school unique? How do we perceive the way other schools see us?</i></li> <li>b. <b>Weaknesses</b> <i>What improvements do we need to make? What should we avoid? What factors cause us to have specific weaknesses?</i></li> </ol> </li> </ol>

	<ul style="list-style-type: none"><li>c. <b>Opportunities for Improvements</b> <i>What opportunities for improvements do we have? How can we capitalize on these potential improvements?</i></li><li>d. <b>Threats</b> <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></li></ul> <p><b>2. Committee Presentations:</b> 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"><li>a. What does the data tell us?</li><li>b. What does the data NOT tell us?</li><li>c. What are causes for celebration?</li><li>d. What are causes for concern?</li><li>e. What conclusions can be drawn?</li></ul> <p><b>3. 30-60-90 Day Plan Monitoring:</b> 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>
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## 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](#)

### **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 Immigrant 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