

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

| Goal 1: Bath County High School will increase proficiency indicators in reading and math as measured by the KY State Accountability Data Report. | | | | | |
|--|--|---|--|---|-----------|
| Content Areas | Spring 2019 | Spring 2020 | Spring 2021 | | |
| Reading | 58.7% | 63.7% | 68.7% | | |
| Math | 45.4% | 48.4% | 62.4% | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1(A) BCHS will increase proficiency indicators in reading as measured by Kentucky State Accountability Assessments from 58.7 (2019) to 63.7 (2020)</p> <p>Objective 1(B) BCHS will increase proficiency indicators in math as measured by Kentucky State Accountability Assessments from 45.4 (2019) to 48.4 (2020)</p> | <p>KCWP 4: Review, Analyze, and Apply Data Create and monitor the implementation of school-wide system to analysis student data for the purpose of improving student achievement.</p> | <p>PLCs will analyze student achievement data to determine next steps of intervention and enrichment for students.</p> | <p>PLC Agendas and Minutes Classroom Observations and Walk-throughs</p> | <p>Monthly Content Area PLCs</p> | <p>NA</p> |
| | | <p>Development of a systematic approach to needs assessment ensuring the following: effective data analysis; best practices for allocation of resources and professional learning; strategic planning focused on professional learning, instructional practices and curriculum.</p> | <p>PLC Agendas and Minutes Needs Assessment Protocols Classroom Observations and Walk-throughs</p> | <p>Monthly Content Area PLCs</p> | <p>NA</p> |
| | <p>KCWP 2: Design and Delivery Instruction Development of a system to ensure students take responsibility for their learning as an active learner.</p> <p>The design and deliver of cross-curricular instructional strategies, with an intentional focus on Math, Literacy, and employability soft skills.</p> | <p>Students will use achievement data (i.e. CERT) to analyze progress; determine areas of strength and areas of weakness; and create goals for improvement.</p> | <p>CERT Goal Tool Study Zone (Teacher Led Instructional – Data)</p> | <p>Monthly Faculty Meeting Monthly PLC Meetings</p> | <p>NA</p> |
| | | <p>Every department will address in their 30-60-90 day plans for Improvement specific strategies to address at least 2 of the following noted areas of need: Reading, Math, Vocabulary, Employability Soft Skills, and Rigor.</p> | <p>30-60-90 day Plans with Progress Monitoring Notes Classroom Observations and Walk-Throughs</p> | <p>Monthly review of progress and effectiveness of 30-60-90 day plans</p> | <p>NA</p> |
| <p>KCWP 5: Design, Align, Deliver Support Process School/District leadership will ensure that resources are best utilized to improve student performance.</p> | <p>Continue to use Title I funds for an additional Math Teacher in order to reduce class sizes.</p> | <p>Increase in the percentage of students scoring proficiency in math Reduction of Novice and Improvement in Student Performance</p> | <p>BCHS will continue to use Title I funds for a Math Position for the 2020-21 school year.</p> | <p>Title I</p> | |

Goal 1: Bath County High School will increase proficiency indicators in reading and math as measured by the KY State Accountability Data Report.

| Content Areas | Spring 2019 | Spring 2020 | Spring 2021 |
|---------------|-------------|-------------|-------------|
| Reading | 58.7% | 63.7% | 68.7% |
| Math | 45.4% | 48.4% | 62.4% |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|---|--|---------------------|------------------------------------|
| | | Ensure access to technology to coincide classroom instruction (Interactive Panels, Chrome Books, Support Tech) is available for students. | Monitor students' use of CERT program Monitor Tech Usagae reports | Monthly | Title I Section 6 Technology |

2: Separate Academic Indicator

| Goal 2: Increase proficiency in the category of Separate Academic Indicator Index as measured by the KPREP State Accountability Assessments from 71.1 in 2019 to 775.1 by 2021. | | | | | |
|---|---|--|--|---|---------|
| | Spring 2019 | Spring 2020 | Spring 2021 | | |
| On-Demand Writing (% proficient) | 77.0% | 79.0% | 81.0% | | |
| Science | 65.1% | 67.1% | 69.1% | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 (A) Increase proficiency indicators in Science as measured by K-Prep testing under Separate Academic Indicator from 65.1 (2019) to 67.1 (2020) | KCWP 3: Design and Deliver Assessment Literacy Ensure continuous implementation and monitoring of BCHS SBDM Writing Policy and Writing Plan. | Teachers will ensure students high access to high-quality instruction around writing across all content areas. Effective feedback to guide student progression will be provided. | Increased focus on monitoring the implementation of writing plan | Progress Notes by school administration | NA |
| | | Opportunities for teachers to cross curriculum collaboration to analyze student writing and effective feedback | PLC Agendas and Minutes Faculty Meeting Agendas | Monthly Content Area PLCs | NA |
| Objective 1 (B) Increase proficiency indicators in on-Demand Writing scores as measured by K-Prep Testing under Separate Academic Indicator from 77% (2019) to 79% (2020) | KCWP 4: Review, Analyze, Apply Data Results Multiple sources of data in the areas of science and writing will be analyzed and used to inform instructional practices. | PLCs will analyze student achievement data to determine next steps of intervention and enrichment for students. | PLC Agendas and Minutes Classroom Observations and Walk-throughs | Monthly Content Area PLCs | NA |
| | | Job-embedded professional learning opportunities as to best practices for instruction in literature. | PLC Agendas and Minutes Faculty Meeting Agendas | Monthly Meetings | NA |
| | KCWP 2: Design and Deliver Instruction Cross-curricular instructional strategies, especially focusing on Math, Literacy, and employability soft skills. | Every department will address in their 30-60-90 day plans for Improvement specific strategies to address at least 2 of the following noted areas of need: Reading, Math, Vocabulary, Employability Soft Skills, and Rigor. | 30-60-90 day plans with progress monitoring notes PLC Agendas and Minutes Classroom Observations and Walk-throughs | PLCs Monthly meetings | NA |
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3: Achievement Gap

| Goal 3: Increase proficiency indicators in reading and math for students with disabilities as measured by Kentucky K-Prep State Accountability Assessment | | | | | |
|--|--|---|---|--|---------|
| Content Areas | Spring 2019 | Spring 2020 | Spring 2021 | | |
| Reading | 30.0% | 36% | 42% | | |
| Math | 0% | 10% | 15% | | |
| Progress Monitoring | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1(A) Increase proficiency indicators for demographically identified students to a score at or above proficiency in math as measured by K-Prep Accountability Testing. | KCWP 4: Review, Analyze, and Apply Data Use of data to determine students needs to better utilize our RtI Tiers. | Provide support through professional learning and monitoring to assist teachers in the implementation of IEP goals that are appropriate level of rigor. | PD Agenda PLC Agenda and Minutes And documentation of data analysis | Monthly | NA |
| | | Provide professional learning opportunities for teaching to as to effective use of RtI. Revision of BCBS RtI plan. | PD Agenda PLC Agenda and Minutes And documentation of data analysis | Monthly | NA |
| Disability with IEP: 0.0% (2019) to 10% (2020) Objective 1(B) Increase proficiency indicators for demographically identified students to a score at or above proficiency in reading as measured by K-Prep Accountability Testing. Disability with IEP: 30.0 %(2019) to 36.0% (2020) | KCWP 2: Design and Deliver Instruction Ensure Tier I curriculum is accessible to all students via the co-teaching model. Instruction and assessments meet the intent and rigor of the standards. | Continue to grow in our understanding and implementation of co-teaching models and processes and provide support to both the regular education and special education teachers through professional learning and monitoring in order to assist both teachers in ensuring curriculum is taught at high levels and evidenced by student performance on rigorous common formative assessments. Instructional walkthroughs and feedback School co-teaching implementation plan. | Instructional walkthroughs and feedback School co-teaching implementation plan | Monthly/ongoing | N/A |
| | | Continue to use Title I funds for an additional Math Teacher in order to reduce class sizes. | Increase in the percentage of students scoring proficiency in math | BCBS will continue to use Title I funds for a Math Position for the 2020-21 school year. | Title I |

| Goal 3: Increase proficiency indicators in reading and math for students with disabilities as measured by Kentucky K-Prep State Accountability Assessment | | | | | |
|---|-------------|-------------|--|---------------------|---------|
| Content Areas | Spring 2019 | Spring 2020 | Spring 2021 | | |
| Reading | 30.0% | 36% | 42% | | |
| Math | 0% | 10% | 15% | | |
| Progress Monitoring | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | | Reduction of Novice and Improvement in Student Performance | | |

4: Growth

| Goal 4: High Schools are not required to create a goal for this area. | | | | | |
|---|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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5: Transition Readiness

| Goal 5: Increase the percentage of students whom are transition ready (as measured by college and career readiness) from 80.9 in 2019 to 86.9% | | | | | |
|--|--|---|--|---|---|
| Transition Readiness | Spring 2019 80.9% | Spring 2020 83.9% | Spring 2021 86.9% | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the Transition Readiness index from 80.9 (2019) to 83.9% (2020) | KCWP 5: Design, Align, Deliver Support Processes School/District Leadership will ensure the cultivation of our college and career counseling services | Creation of an intentional plan to monitor transition readiness utilizing all available resources. | Transition Readiness Monitoring Protocol PLC Agenda and Minutes | Monthly | NA |
| | | Participation in the GEAR UP Kentucky program. This program encourages post-secondary education. | Agenda and Minutes from Gear Up Site Team | Monthly | NA |
| | KCWP 6: Increase the percentage of students that meet benchmark on the ACT in English, Math, and Reading | All BCHS students will be provided three opportunities to take the CERT assessment every school year. | CERT Reports | Fall, Winter, and Spring | Gear Up General Funds |
| | | All teachers will implement ACT-Like Assessments into their classroom instruction. | Classroom Walk-throughs Study Zone TLI Lesson Plans | Monthly | NA |
| | Increase our Early College Credit Opportunites for our students (Dual Credit, AP Courses) and Work Ready Certifications/Courses) | Continue to foster our Dual Credit course offerings with various state universities. Explore new opportunites for additional dual credit and Advanced Placement course offerings. | Number of AP and Dual Credit Course offerings | Yearly Progress Monitoring Reports Dual Enrollment Rosters | General Fund Title I Dual Credit Scholarship |
| | | | Number of students successfully meeting transition readiness qualifications for AP and Dual Credit Classes | | |
| | | Continue to foster of collaboration with Montgomery Co. ATC in hopes of expanding the course offerings allotted for our students and/or the number of students allowed to participate in the programs. Increase the number of students | MCATC Vocational Student Enrollment Data Industry Certifications | Semester and Year End Reports | General Fund Work Ready Scholarship Gear UP |

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|--|----------------------|----------------------|----------------------|--|
| Goal 5: Increase the percentage of students whom are transition ready (as measured by college and career readiness) from 80.9 in 2019 to 86.9% | | | | |
| Transition Readiness | Spring 2019 80.9% | Spring 2020 83.9% | Spring 2021 86.9% | |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|--|--|--|---|----------------------|
| | | receiving various industry certifiications. | | | |
| | KCWP 2: Design and Deliver Instruction Cross-curricular instructional strategies, especially focusing on Math, Literacy, and employability soft skills. | Every department will address in their 30-60-90 day plans for Improvement specific strategies to address at least 2 of the following noted areas of need: Reading, Math, Vocabulary, Employability Soft Skills, and Rigor. | Reduction of Novice and Improvement in Student Performance | All BCHS teachers/departments have submitted their improvement plans. Completed | NA |
| | | | | | |
| | Improvement of CTE Pathways/Programs to meet our individual student needs as well as the needs of our work force. | Development and implementation of Program Planning Guides for every CTE program. | Program Planning Guides with progress notes | Twice per year | NA |
| | | Focus effort to improve our CTE programs to ensure best practices in regards to instruction and assessment. Improve student performance for KOSSA assessments and industry certification. | Teacher observations Adminstrative Walk Through Data Industry Certifications/KOSSA test data | Monthly | Perkins/CTE/Chenault |
| | | | | | |

6: Graduation Rate

| Goal 6: Increase the graduation rate indicator from 94.4% in 2019 to 96.4% by 2021. | | | | | | |
|---|---|--|---|-----------------------------|-------------------------------------|--|
| Graduation Rate Indicator (Average of 4 & 5 year cohort) | | Spring 2019 94.4% | Spring 2020 95.4% | Spring 2021 96.4% | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1 Increase Graduation Rate Indicator from 94.4 % (2019) to 95.4 (2020) | KCWP 4: Review, Analyze, and Apply Data- Close analysis of data for At-Risk Students. | Individual monitoring of students' grades, discipline, and attendance for all students designated on the Watch List for Infinite Campus for being At-Risk. | Agenda and Minutes from SIT (Student Intervention Team) | Bi- Monthly | NA | |
| | | Training and utilization I Campus Early Warning Tools to identify at risk students | PD Agenda | Adminstrative Review | NA | |
| | KWCP 5: Design, Align, Deliver Support Processes Better ultization of all stakeholder, community partners, and community support agencies to reduce barriers for student success | The BCHS Student Intervention Team consists of the BCHS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies | SIT Agendas and Meeting Minutes | Bi-Monthly Meetings | NA | |
| | | BCHS will continue to collaborate with our alternative school, Second Chance Academy in 2019. BCHS and SCA staff with collaborate on the placement of students to the program; the return of students from the program back to the regular high school setting; and share information regarding the academic needs and/or progress for students in the program.. Funding is designated in the Bath County CDIP. | Increased graduation rate | SCA and GSA enrollment Data | General Fund ESS Safe Schools | |

Goal 6: Increase the graduation rate indicator from 94.4% in 2019 to 96.4% by 2021.

Graduation Rate Indicator (Average of 4 & 5 year cohort) Spring 2019 Spring 2020 Spring 2021

94.4% 95.4% 96.4%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|--|--|--|---------------------|---------|
| | KCWP 2: Early intention and tracking to identify and eliminate barriers so increase graduation rates with our at risk students and our students with disabilities | Research and development as to best practices to eliminate barriers for students with disabilities | Increased graduation rate PD agenda and minutes | Monthly | NA |
| | | Focus on transition readiness programs for students with disabilities | Increased graduation rate PD agenda and minutes | Monthley | NA |
| Objective 2 | | | | | |
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Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

| Components Of Turnaround Leadership Development And Support: |
|--|
| <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p> |
| Identification Of Critical Resources Inequities: |
| <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> |

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
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