

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. All schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must add graduation rate, and transition readiness. Long-term targets should be informed by the Kentucky Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>

1: Proficiency

Goal 1. McCreary Central High School will increase the Proficiency Indicator from 51.7 to 70.0 by June 2023.				
Objective	Strategy	Activities	Measure of Success	Progress
Objective 1 Increase student achievement in math from 22.8% to 64% of all students scoring proficient on the math KSA assessment by June 2023.	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Teacher recommendations for student placement. Math proficiency in math for participation in dual credit and work-based learning per SBDM Policy.	Master Schedule and Schedule changes	Each 9 weeks review student make recommenda of placement recovery, or Intervention. Quizizz, Ed P
		Teachers will prepare student data sheets to monitor achievement with ongoing data points	Data Sheets	After each be assessment, sheets will be and categoriz performance and assigned
	Curriculum development aligned to standards. (KWCP1)	Implementation of AP curriculum into units (where appropriate) for advanced classes (Grades 9 – 11) to increase rigor.	Review of units through PLCs	Chalk Unit Re
		Math teachers will revise units for entry in the school's database for curriculum – Chalk.	Review of units through PLCs	Each 9 weeks each PLC, tea their progres development Update chalk McGraw Hill supplementa purchased.
		Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed S

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Objective	Strategy	Activities	Measure of Success	Progress
Increase student achievement in math from 22.8% to 64% of all students scoring proficient on the math KSA assessment by June 2023. (continued)	Formative and summative assessments aligned to standards by designing/delivering assessments. (KWCP3)	Teachers will develop and administer ACT-like assessments following the ACT blueprint.	Student data, Video	Each 9 weeks administer the assessment and monitor student progress in math. KUT Teacher, and used to develop assessments.
		Students will utilize FlipGrid, Zoom, NearPod, or Screencastify (or other video platform) to demonstrate mastery of concepts.	Student data, Video, Google Classroom	Completion of student data
		Administration of the ACT in grade 9 to establish baseline data.	ACT Administration	Completion of student data
Objective 2 Increase student achievement in reading from 45.9% to 74.8% of all students scoring proficient on the reading KSA assessment by June 2023	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Teachers monitor student proficiency in reading for all 10 th graders.	Data Analysis spreadsheets	Each month, participate in student achievement identify needs supports/interventions support students in reading.
		Teachers will prepare student data sheets to monitor student achievement with ongoing data points	Data Sheets & PLCs minutes	After each benchmark assessment, data cards will be categorized by level and assigned
		McGraw Hill Reading Blasts for Improved Reading Comprehension Blackboard	Student Data	Completion of student data
	Formative and summative assessments aligned to standards by	Skills assessments (KSA) to monitor student achievement.	Student Data	Student Data through PLCs

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Objective	Strategy	Activities	Measure of Success	Progress
	Designing/Delivering assessments. (KWCP3)	Administration of the ACT in grade 9 to establish baseline data.	ACT Administration	ACT Data for
Objective 2 Increase student achievement in reading from 45.9%to 74.8% of all students scoring proficient on the reading KSA assessment by June 2023. (continued)	Curriculum development aligned to standards. (KWCP1)	Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed S

2: Separate Academic Indicator

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase proficiency by all students in science from 27.3% to 50% as measured by the KSA assessment by June 2023.	Curriculum development aligned to standards (Design and Deploy Standards.) (KWCP1) Utilize online McGraw Hill resources to review for KPREP.	Students will complete assignments from the “apply practice” and “real world” resources located within the McGraw Hill platform. These assignments will relate to the current topic being covered in class.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.
		Students will complete inquiry-based activities and reviews found within the McGraw Hill platform. These assignments will relate to the current topic being covered in class.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.
	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1) NGSS Sample Tasks & ACT	Students will complete assignments on McGraw Hill’s Syncblast platform (science articles with questions).	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.
		Students will complete ACT benchmark exams throughout the year to measure growth.	Increase of ACT scores on Benchmark exams.	Benchmark Exams
		Implementation of increased labs/inquiry based-activities with graphs, and data. Students will complete ACT practice assignments and bell ringers to review the science ACT testing strategies.	Increase of ACT scores on Benchmark exams.	Benchmark Exams
		Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions
		Implementation of more labs, graphs, and data into lesson units. Labs should require written	Lab report proficiency	Lab report scores should increase overall language, data gathering

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		reports with graphs, tables, and explanations.		data representations should be shown over time.
		Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions
Increase proficiency by all students in writing from 62.2% to 72.2% as measured by the KSA On-Demand assessment by June 2023.	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Implementation of AP curriculum into units (where appropriate) for advanced classes to increase rigor.	Chalk Progress Reports	Individual Student Data and Reviews
		Grammarly for Monthly Transitional Writing Prompts	Grammarly Reports	Individual Student Data and Reviews
	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	McGraw Hill Textbooks for ACT, Writing, and Grammar test bank.	Student Data & Goal Sheets	Individual Student Data and Reviews
	Design, Align, and Deliver Support (KWCP5)	Vocabulary, Common Core, McGraw Hill Textbooks for Scaffolding, Differentiation, and Targeted Skills	Chalk Progress Reports	Individual Student Data and Reviews
Increase proficiency by all students in Social Studies from 27.3% to 50% as measured by the Civics Exam assessment by June 2023.	Formative and summative assessments aligned to standards by designing/delivering assessments.	Teachers will develop and administer weekly bell-ringers that implement assessment-type questions.	Student data	Each semester, teachers will administer the Civics Benchmark

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase proficiency by all students in Social Studies from 27.3% to 50% as measured by the Civics Exam assessment by June 2023. (continued)	Curriculum development aligned to standards Utilizes online McGraw Hill resources to review.	Students will take DBQ Project Mini Qs.	Student data	Each semester, teachers will administer the Civics Benchmark.
		Teachers will implement Quizizz activities into their lessons.	Student data	Topic understanding should be demonstrated. Critical thinking skills will improve.
		Students will complete assignments on McGraw Hill's online platform.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills will improve.

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Reduce the proficiency achievement gap in writing for students with disabilities from 25.8% to 15% by June 2023.	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Focus instruction on editing and mechanics using Mastery Prep in collaboration and resource content classes	Student Data	PLCs and Data Reviews
	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Common School-wide writing scrimmages in Fall, Winter, and Spring with disaggregated data for students with disabilities	Student Data	PLCs and Data Reviews
	Design, Align, and Deliver Support (KWCP5)	Use Data from Mastery Prep Assessment to develop targeted skills intervention plans for students with disabilities	Student Data	PLCs and Data Reviews
		Professional Development for Grammarly, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions
		Implementation of Tier II Supports for students identified through targeted reviews.	Tier II Reporting	PLC minutes
Reduce the proficiency achievement gap in reading for males from 30.6% (Girls	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Teachers will prepare student data sheets to monitor student	Student Data Reports	PLCs

Objective	Strategy	Activities	Measure of Success	Progress Monitor
63.6%/Boys 33%) to 15% by June 2023.		achievement with ongoing data points		
	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Provide high-interest reading material to be available during SSR.	Student Survey	Advocacy
	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Skills assessments to monitor student achievement and reduce proficiency gap	McGraw Hill	PLCs

4: Growth

Goal 4 (State your growth goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

5: Transition Readiness

Goal 5: McCreary Central High School will increased the Transition Readiness Indicator by 20% from 79.6 to 95.5 by June 2023.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Increase the Academic Indicator from 28% to 35% by June 2023.	Formative and summative assessments aligned to standards by	KYOTE Assessment Implementation for meeting benchmark and Repeat ACT assessments for Seniors	Student Data	PLCs
		Incorporate new dual credit courses which relate to academic readiness: Music, English, Math, Science, Social Studies, and other electives	Course Guide and Student Scheduling	SBDM Curriculum & Instru Committee Minutes
	Designing/Delivering assessments. (KWCP3)	ACT Skills (On To College)	Student Data	Readiness Chart through G Classroom
	Design, Align, and Deliver Support (KWCP5)	Individual Support for one-on-one targeted instruction.	Student Data and Progress Monitoring	Teacher intervention logs
Increase the Career Readiness Indicator from 72% to 80% by June 2023.	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Increasing number of students who become concentrators	Readiness Chart through Google Classroom	PLCs & TEDS
		Transition Events and Awareness: Senior Send Off, Beyond The Diploma Days, FAFSA Events #BeyondTheDiploma	Social Media, Student Surveys, Stakeholder Communication	PLCs & TEDS
	Establishing Learning Culture and Environment (KWCP6)	Blackboard Implementation PD	Development of Shells	Blackboard
	Design, Align, and Deliver Support (KWCP5)	Addition of pathway for Teaching	Course Guide	Transcript Audits, TEDS

6: Graduation Rate

Goal 6: McCreary Central High School will increase the Graduation Rate Indicator to 100% by June 2023.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Improve the graduation rate indicator to 98% by June 2023.	Design, Align, and Deliver Support (KWCP5)	Review of the Early Warning and PtG Reports	Student Data	Intervention Team Minutes
		Create Tier II Intervention Team	Minutes	PLCs
		Intervention Courses for Credit Recovery	Curriculum Guide and Committee Minutes	PLCs
Reduce the percent of drop-outs by 20% by June 2023.	Design, Align, and Deliver Support (KWCP5)	Review of the Early Warning and PtG Reports	Student Data	Intervention Team Minutes
		Create Tier II Intervention Team	Minutes	PLCs
		Intervention Courses for Credit Recovery	Curriculum Guide and Committee Minutes	PLCs
		Reduce Absences by implementing PBIS Rewards System to encourage students to come to school	PBIS Store Usage	PBIS Rewards Redemption Attendance Reports
		Staff Training for Trauma, SEL, Functional Behavior & Classroom Management	Completion of Training	PD Plan, Signature Sheets

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI 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:

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?
Response:

Identification of Critical Resources Inequities:

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.
Response:

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"/>
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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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