

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.	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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Goal 1: Increase READING proficiency from 53% PD to 67.3% PD by May 2027. Increase MATH proficiency from 50% PD to 67.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 53% PD to 59.2% PD by May 2023. Objective 2: Increase MATH proficiency from 50% PD to 59.5% by May 2023.	KCWP 1 Design & Deploy Standards	PLC teams will meet weekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know that they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment) Teachers will meet with content PLC's to continue to review, develop, and implement highly aligned research based curriculum. Create and review common assessments that are aligned to standards. Guidance and input from school leadership, instructional coach, and district LSS will ensure understanding of priority standards and pacing.	PLC Minutes	Leadership/ Instructional Coach	
			PLC Minutes	Leadership/ Instructional Coach	
	KCWP 4 Review, Analyze, and Apply Data	Teachers will continue to meet with content PLC's to review and/or create common assessments that are aligned to standards. After assessments are administered PLC groups will meet again to discuss, review, analyze and apply results to student learning and classroom instruction.	PLC Minutes/ Common Assessments	Leadership/ Instructional Coach	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All students will be assessed with CERT, CASE, and/or Common Unit assessments in Reading/English/Math at least twice a semester. Students will set a goal to improve and will be monitored by teachers and school leadership teams.	CERT Assessment/ CASE/ Common Assessment/ Data Sheets	Leadership/ Instructional Coach	
	KCWP 5: Design, Align, and Deliver Support	Students will be placed in extended intervention programs based on star/CERT scores to remediate their individual deficiencies. Offer Reading Intervention course to provide assistance and remediation for students through targeted classroom interventions in addition to Read 180	Student Success In the Program	CCR Reading Teacher Sped teachers	
		School leadership and teachers will support the RTI/tiered intervention process at all grade levels and ensure students are targeted. RTI implementation through Study Skills class offered through ESSR. Students will be referred to Tiered interventions through Persistence to Graduate Tool and teacher referral. Each student referred to Tier II will have an advisor assigned to meet weekly and monitor the student's progress and advocate for their	Student success of exiting the program/ Student Credits Earned	Teacher/ ESS Coordinator/ School Leadership	

Conner HS 2022-2023

Goal 1: Increase READING proficiency from 53% PD to 67.3% PD by May 2027. Increase MATH proficiency from 50% PD to 67.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both after school for remediation.			
		Students scoring Novice/high risk of failure will be placed in CCR math in 10th grade, 12th grade students below CCR benchmark will be advised to take Transition Math. Students in specialty courses will have access to IXL math, resources on Canvas and CERT, Khan Academy, small group instruction and personalized learning to reduce gaps in knowledge.	Student Success In the Program	Math Department	
		Professional development - Teachers will engage in professional learning and collaboration around curriculum/instruction/assessment in order to impact student achievement in reading and math.	Teacher Proficiency	Instructional Coach	

Strategic Plan

GOAL 1: WORLD CLASS EDUCATION

Boone County Schools will provide each and every student a world class education in order for them to achieve their full academic potential and to be empowered citizens and lifelong learners. Academic mindsets and noncognitive skills are malleable behaviors and ethics that are critical to the development of our students' college, career, and life readiness and success.

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- 1 BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned
 - A curriculum.
 - 1B BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.
 - 1C BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

Goal 2: Increase the Proficiency of Science 21% PD to 55.8%, Social Studies 44% PD to 54.8%, and Writing from 50% PD to 66.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 21% PD to 30%, Social Studies 44% PD to 46.2%, and Writing from 50% PD to 55% by May 2023.	KCWP 1 Design & Deploy Standards	Content PLC teams will meet biweekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know when they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)	PLC Minutes	Leadership/ Instructional Coach	
		SS teachers will work in PLC's to develop stimulus based assessments and instruction around inquiry based standards	Reflected in Common Assessments	Social Studies Department	
	KCWP 2: Design & Deliver Instruction	Science teachers will be committed to include practice passages and questions to students twice a month that are similar to what students will see on the 11th grade science assessment. Students will receive feedback on their responses. Teachers will use this information to guide subsequent practice needs.	Reflected in Common Assessments	Science Department	

Conner HS 2022-2023

Goal 2: Increase the Proficiency of Science **21%** PD to 55.8%, Social Studies **44%** PD to 54.8%, and Writing from **50%** PD to 66.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will develop an argument supported by cited evidence from multiple sources including data/graphs/charts and acknowledge a counter claim.	Reflected in classroom instruction and common assessments	English and Science Departments	
		Students will read and write across the curriculum. Teachers will incorporate reading passages/articles including those found in Newsela and authentic writing assignments into their course curriculum. Student will complete a common authentic writing piece, constructive responses, and/or analytical writing.	Reflected in classroom instruction	Department Heads	

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- 1 BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned
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- 1C BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

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 Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 8% to 22.1% by May 2023. Objective 2: Increase the math proficiency for Disability 16% to 18.2% by May 2023.	KCWP 5 Design, Align, & Administer Support	PLC's are meeting monthly to address student needs specifically executive functioning.	Student Achievement	Leadership/Teachers	
		ESS/study skills – students will participate in an intervention program during school for additional support in reading and math to gain essential skills and knowledge to close instructional gaps through one on one or small group instruction.	Student Achievement	Teachers/ESS Coordinator	
		Professional development- teachers will take part in Newsela training to improve student reading through access to a variety of non-fiction articles. Select teachers will be trained on Read 180.	Reflected in classroom instruction	Instructional Coach	
		Instructional strategies – teachers and students will practice/model annotation and critical thinking strategies	Reflected in classroom instruction	Instructional Coach	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and weekly integration of context clues and inferencing. Teachers will continue to incorporate Kagan structures and other high yield research based cooperative learning strategies to improve student engagement in the classroom. Instructional coach will continue to collaborate with teachers to incorporate small group instruction and create ways to engage students.			

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BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned curriculum.
- 1B

BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.
- 1C

BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Increase the English Learner Access Composite Scores (student growth from previous years composite scores).	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	

Strategic Plan

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- 1 BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned
- A curriculum.
- 1B BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 65.2 to 68 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 65.2 to 66 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

Strategic Plan

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- 1B BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from 88.7 to 91 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 88.7 to 89 by 2023.	KCWP 5: Design, Align, and Administer Support	Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.		
	KCWP 1 Design & Deploy Standards	Provide authentic career and work place learning experiences. Communicate and facilitate opportunities with YSC and area business or community members to expand student access to real life experiences. Teacher and school leadership team will bring area business members in to conduct mock interviews for seniors.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
		Create work site experiences through Navigo, Coop, and internship experiences for students.	Students successfully transitioning to college/career	College & Career Coach	
		Use YouScience to guide students in exploration of various career paths. Counsel students in choosing appropriate courses and sequencing to guide students	# Students successfully complete a pathway	Teachers/CTE Department/ College & Career Coach	

Goal 6: Increase our Postsecondary Readiness Indicator from **88.7** to **91** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		in pathway completion as it relates to the student ILP. Promote student internship.			
		Teacher and school leadership team will work closely with YSC to remove barriers and help student be prepared to transition to college or career.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
		Host various high demand businesses to present opportunities to parents and students (KY fame, supply change, airport)		College & Career Coach	
		Introduce pathway options to students at the middle school level to make student/parent(s) aware of pathway offerings. Hold a pathway fair/open house.	# students enrolling in a foundational CTE Course	Guidance/ CTE Department	
		Professional Development with YouScience and new graduation requirements. Train staff on how to advise students on how to complete career pathway and be transition ready.	Teacher completion and use of YouScience with students	College & Career Coach	

Portrait of a Graduate



Goal 7: Increase the Graduation Indicator from 97.3 to 99 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 97.3 to 98 by 2023.	KCWP 5: Design, Align, and Deliver Support	Leadership team will refer students who are not on track to graduate to various alternate programs such as District Diploma and Virtual Program. Placement meetings will take place with all stakeholders to determine placement and plan for individual students.		Leadership Team/ Guidance	
		Teacher and school leadership team will utilize the Persistence to Graduate Tool, intervention rosters, and other tools to identify students who are at risk of failing.	# students graduating	Teachers/Leadership Team/ Guidance	
		Teacher and school leadership team will provide credit recovery, summer school, ESS, and online opportunities to recover credits lost due to failure/incompletes.	# students recovery credits	Teachers/Leadership Team/ Guidance	
		Teachers and school leadership team will work with YSC to help remove barriers for students that are at risk of failing or not graduating.		Teachers/YSC Coordinator/Leadership Team/ Guidance	

Goal 7: Increase the Graduation Indicator from **97.3** to 99 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Remediation – teachers will remediate I's within the course, after each grading quarter, and within 2 weeks of the end of the semester.	# students with failing grades	PLC Content Teams	
		Mentoring – students that are at risk of not graduating will be assigned a advisor. The advisor will meet with the student every weekly to monitor student progress and advocate for their needs.		Teachers/Leadership Team	

Portrait of a Graduate



Goal 8 (State your separate goal.):						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
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: Principal attended TSI training through district. Leadership team will work with LSS to review and develop a meaningful and sustainable increase in student achievement through district training and support. Principals attend monthly leadership training.
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: The process used to review allocations and use of resources is for School Leadership Team and Department Heads to review allocations along with SBDM. Department heads will review allocations with their respective departments and bring revisions and/or approval to school leadership and SBDM. Decisions are made through departments and reviewed/approved at SBDM meetings.
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: PLCs meet weekly to review assessments scores, pacing guides, unit plans and learning culture. Each PLC makes decisions on the learning culture based on data from formal and summative assessments. PLC's have determined a lack of executive functioning skills may be a cause of underperformance in our students with disabilities. Teachers will work in PLC's to learn strategies on improving executive functioning in students. Each PLC is headed by a Principal and Instructional Coach.
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?

Response: The subgroup we are targeting is students with disabilities. PLC's have determined that reading and math are areas our students with disabilities are underscoring. Teachers will use Read 180 and IXL to target those areas. Teachers will also be trained during PLC's on executive functioning and how they can assist students with disabilities.

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.

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	☒
Train staff on executive functioning		☐
Read 180		☐
IXL		☐
Focus Book Study with Team Leaders		☐

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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:	
Consider: Provide 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	
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:	

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