

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five-year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<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>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 : By May 2027, Madison Southern High School will increase the percentage of students scoring at, or above, proficiency in reading and math by 5% in each area. (Reading from 61.1% to 66.1% and math from 45.5% to 50.5%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, MSHS will increase percentage of students scoring at or above proficiency in reading from 61.1% to 62.1%.	Learning targets are clear and posted for students following the CCI (Continuous Classroom Improvement) model.	Teachers will construct, refer to, and ensure teaching is aligned to the learning target posted.	Daily learning target / CCI posted.	Administration and Teachers	PD, District
	Teaching is adjusted based on student responses to various DOK questioning.	Blooms’ questioning levels will be utilized to determine level of understanding in the classroom.	Formative assessments	Teachers	PD, school
Objective 2: By May 2023, MSHS will increase the percentage of students scoring at or above proficiency in math from 45.5% to 46.5%	Teacher monitors student learning before, during, and after instruction (formative and summative). High-yield instructional strategies are used in the classroom.	Ensure formative & summative assessment measures are within the lesson planning practices for before/during/after instruction.	Common Plan, New Teacher Cadre, and lesson planning	Teachers	PD, school
	KSA, CERT, and ACT data will be utilized to drive instruction and classroom procedures.	Use common plan to ask data questions (What can we learn from this data to drive our instruction?)	Reviewed in Common Plan	Administration and Teachers	PD, School
		Implement proven strategies for active student engagement. Review state standards for Math 10 and ensure that goals are aligned to standards.	Implement Hattie’s table of effect sizes in classrooms and other proven strategies in place.	Administration and Teachers	PD, school

2: State Assessment Results in science, social studies and writing

Goal 2 : By May, 2027, Madison Southern High School will decrease the number of students scoring in the novice range by 5% in each area (science 42.0 to 37.0, social studies 34.3 to 29.3, and writing from 25.0 to 20.0)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Madison Southern will decrease the percentage of students scoring novice in science by 1% from 42.0% to 41.0%.	Ensure academic standards are aligned to clear and concise learning targets. Systems are in place to readjust the curriculum to meet student needs based on assessment results.	Teachers will ensure assignments and activities reflect the learning targets.	Teaching activities align to the learning targets posted.	Administration and teachers	District and school
		Common assessments formulated in KSA format and given throughout the year.	Assessments are utilized and data is reviewed between common classes.	Administration and Teachers	District and school
Objective 2: By May 2023, Madison Southern will decrease the percentage of students scoring novice in social studies by 1% from 34.3 to 33.3%	Review, analyze, and apply data. What systems are in place to ensure mastery is achieved? How will teachers use that data to improve student performance and provide interventions for those that do not achieve mastery?	Teachers will use released test items and test prep resources to identify areas of need and areas of strength.	Percentages of questions that are correct.	Administration and teachers	District and school
		Teachers will adjust curriculum based off of student needs.	Review post exam and determine next steps.	Administration and teachers	District and school
Objective 3: By May 2023, Madison Southern will decrease the percentage of students scoring novice in writing by 1% from 25.0% to 24.0%	Review state academic standards in writing and ensure that writing assignments are aligned to the standards. What systems are in place to ensure	Students will utilize examples of work based on released test samples to determine their own writing levels and needs.	Proficiency in writing	Admin, teachers, students	District and school

	mastery is achieved in writing?				
		Students will write against a rubric and grade their own work based on that rubric that's worded and aligned with state testing standards.	Proficiency in writing	Admin, teachers, students	District and school

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).

Goal 3: By July 2027, Madison Southern High School will decrease the number of students with an IEP scoring novice on science, social studies, and writing state assessments by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, MSHS will reduce the number of students with an IEP scoring Novice in science by 1%	Ensure that academic standards in science are being taught using appropriate language	Language is based on KSA released items for science and used commonly to assist in student understanding.	KSA results compared to previous year.	Administration and teachers	District and school
	KSA type questions are used in bell work, classroom, and RTI.	The format and style of exams and exam questions are modeled after KSA.	KSA results compared to previous year.	Administration and teachers	District and school
Objective 2: By May 2023, MSHS will reduce the number of students with an IEP scoring Novice in social studies by 1%	Ensure that academic standards in social studies are being taught using appropriate language	Language and word choice usage is based on KSA released items for social studies.	KSA results compared to previous year.	Administration and teachers	District and school
	Academic Time is utilized using KSA style questioning.	Teachers utilize KSA style activities so students interact with exam questions.	KSA results compared to previous year.	Administration and teachers	District and school
Objective 3: By May 2023, MSHS will reduce the number of students with an IEP scoring Novice in writing by 1%	Ensure that academic standards in writing are being taught using appropriate language	Language and word choice are based on KSA released items for writing.	KSA results compared to previous year.	Administration and teachers	District and school

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the end of 2026-27 school year, 100% of EL students will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Tables.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of 2022, EL students will increase their composite score on the ACCESS assessment by at least .5 performance level as defined by the English-Language Progress Value Tables.	The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.	Students will be provided with 20 minutes of Imagine Learning four times per week.	Imagine Learning reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis.	District Title I
		Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation.	Ellevation reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis.	District Title III
		Teachers will use Ellevation strategies to assist EL students in reaching their El goals.	Ellevation reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis.	District Title III

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of 2026-27 school year, Madison Southern High School will increase the School Climate and Safety Index Score of 67.2 to 72.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 11: During the 2022-23 school year, Madison Southern High School will increase the School Climate and Safety Index Score of 67.2 to 68.2 by implementation of a tiered system of Behavior and Mental Health Supports	KCWP5: Design, Align and Deliver Support - Create a school wide tiered behavioral support system.	The school MTSS Team will monitor implementation of PBIS.	PBIS checklist Office Discipline Reports / Incident Forms Universal Behavioral Screener (SRSS-IE) School Climate and Safety Survey	Monthly MTSS Meeting	District & school
		The school will complete training and review school trauma informed practices. (Calm, Caring, Consistent)	District PD Attendance Office Discipline Reports/Incident Forms Universal Behavior Screener (SRSS-IE) School Climate and Safety Survey	Attendance Monthly MTSS Meeting	
	KCWP5: Design, Align and Deliver Support - Implementation of a school wide multi-tiered system for behavior intervention and mental health supports.	The school will utilize a menu of evidence-based practices for behavior intervention.	District resources list of interventions	Monthly MTSS meeting	
		The school will implement SEL and/or Suicide Prevention Curriculum.	Office Discipline Reports/ Incident Forms Universal Behavior Screener School Climate and Safety Survey	Principal Implementation Check Monthly MTSS Meeting Master Schedule Lesson Plans	

	<p>The school will implement Relationship Building Strategy (trusted adult) – Examples 2x10 strategy, mentoring, “Glad You’re Here”, Google Check in, etc.</p>	<p>Office Discipline Reports/ Incident Forms Universal Behavior Screener School Climate and Safety Survey</p>	<p>Principal Implementation Check Monthly MTSS Meeting</p>	
	<p>The school will continue relationships with Outside Agencies for provision of behavioral/social/mental health services.</p>	<p>Feedback from agencies, parents, students, and other stakeholders.</p>	<p>Monthly MTSS meeting</p>	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By the 2026-27 school year, MSHS will review Student Guidelines for postsecondary readiness and strive to reach 96.6% as indicated by the postsecondary readiness indicator score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, MSHS will increase its postsecondary readiness score from 95.6 to 95.8.	Design, align, and deliver support to teachers. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? How does the school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Address non-academic barriers to learning and implement	Post-secondary readiness by senior year	Administrators, guidance counselors, and teachers	District & School
		Ensure formative, interim, and summative assessment results are used appropriately to determine intervention needs.	Post-secondary readiness by senior year	Administrators, guidance counselors, and teachers	
Objective 2: By May 2023, MSHS will increase its postsecondary readiness score for students with an IEP from 66% to 66.2%.	Design, align, and deliver support to teachers. Ensure the systems we have in place ensure appropriate academic interventions are taking place to meet the needs of our special education students.	Intentional placement during Academic Time for RTI and proven interventions and opportunities to improve in the areas of need.	Post-secondary readiness by senior year	Administrators, guidance counselors, and teachers	
Objective 3: By May 2023, Scheduling will be intentional in making sure students are enrolled in a career pathway	Systems are in place to expose our freshmen to each pathway during academic time.	Academic time (25 mins) is utilized for our 9 th grade students to rotate through pathways to gather information and have opportunity.	Post-secondary readiness by senior year	Administrators, guidance counselors, and teachers	

Ensure guidance guides students into a pathway choice beginning their sophomore year of scheduling.	Implement and commit to purposeful, monitored scheduling efforts.	Post-secondary readiness by senior year	Administrators, guidance counselors, and teachers	
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7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By 2026-2027, Madison Southern High School will increase the graduation rate by 1% (from 95.3 to 96.3%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of 2022-23 school year, MSHS will increase the graduation rate from 95.3 to 95.5.	Administration will review options available to path for graduation.	Review and discuss effectiveness of credit recovery and focus & finish options currently available at the high school.	Increase in graduation rate.	Administration	School
		Review and discuss other pathways to graduation (ex. Night school) to reach all students.	Increase in graduation rate.	Administration	School

8: Other (Optional)

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:
<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>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

TSI/ATSI 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) 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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒

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:

Evidence-based Practices

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