

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.

Explanations/Directions

Goal: Include 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 | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|---|---|--|
| <p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p> | <p>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 above or another established improvement approach (i.e. <i>Six</i></p> | <p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p> | <p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p> | <p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p> |

Sigma, Shipley, Baldrige, etc.).

1: Proficiency Goal

Goal 1 (State your proficiency goal.): 85% of 11th grade students grade students will score at benchmark on at least one portion of the ACT exam.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--------------------------------|--|--|---------------------|---|
| Objective 1 – 85% of 11 th grade students will score at benchmarks on at least one portion of the ACT exam. | Design and Deliver Instruction | Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After) | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | | Plan strategically in the selection of high yield instructional strategy usage within lessons. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | Tier 2 Intervention | Use formative and summative evidence to inform what comes next for individual students and groups of students. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | ACT Tutoring | Ensure that all users of assessment data use information to benefit | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material | Yearlong | Gear Up Title I ESS |
| | | Increase collaboration in deconstructing standards and developing congruent learning targets. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material | Yearlong | Gear Up Title I ESS 21 st Century |
| Objective 2 - | | | | | |
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2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): <i>75% of 10th and 11th grade students will score above novice on On-Demand Writing</i> | | | | | |
|--|---------------------------------|--|-----------------------------|---------------------|------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 - <i>75% of 10th and 11th grade students will score above novice on On-Demand Writing</i> | Review, Analyze, and Apply Data | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | Growth between assessments. | 10/4, 12/16, 3/2 * | No funds needed. |
| | | Assess with formative and summative assessments that are aligned to the standards and learning targets. | Growth between assessments. | 10/4, 12/16, 3/2* | No funds needed. |
| | Interim Writing Assessment | Give all students feedback on how to improve writing, based on a universal rubric. | Growth between assessments. | 10/4, 12/16, 3/2* | No funds needed. |
| | | Develop a tracking system for monitoring of student achievement progress by learning target and by standard | Growth between assessments. | 10/4, 12/16, 3/2* | No funds needed. |
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3: Achievement Gap

| Goal 3 (State your achievement gap goal.): <i>90% of students receiving free or reduced lunch will graduate academic or technical ready.</i> | | | | | | |
|--|--|---|--|------------------------------------|---|-----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1 - Academic Ready (ACT Benchmarks) | Design and Deliver Instruction | Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Plan strategically in the selection of high yield instructional strategy usage within lessons. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | Tier 2 Intervention | Use formative and summative evidence to inform what comes next for individual students and groups of students | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | ACT tutoring | Ensure that all users of assessment data use information to benefit student learning. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Increase collaboration in deconstructing standards and developing congruent learning targets. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS 21 st Century | |
| | Objective 2 - Technical Ready (industry certificates/End-of-Program assessments) | Design and Deliver Assessment Literacy | Create formative and summative assessments that are aligned to the standards | Certificates received by students. | End of school year | No funds needed |
| | | | Increase % of students attending SoKyECCA. | Enrollment at SoKyECCA. | Beginning of 2020 school year | No funds needed |
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4: Growth

Goal 4 (State your growth goal.): *100% of CCHS students will show growth in Math and Reading between 9th and 12th grade years.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--------------------------------|---|--|---------------------|---|
| Objective 1 <i>100% of CCHS students will show growth in Math and Reading between 9th and 12th grade years.</i> | Design and Deliver Instruction | Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | | Plan strategically in the selection of high yield instructional strategy usage within lessons. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | Tier 2 Intervention | Use formative and summative evidence to inform what comes next for individual students and groups of students | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | ACT tutoring | Ensure that all users of assessment data use information to benefit student learning. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS |
| | | Increase collaboration in deconstructing standards and developing congruent learning targets. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics | 9/16, 1/13, 3/3* | Gear Up Title I ESS 21 st Century |

5: Transition Readiness

Goal 5 (State your transition readiness goal.): *95% of CCHS students will graduate Academic, Technical, or Military Ready.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
|---|--|---|--|------------------------------------|---|------------------|
| Objective 1 Academic Ready (ACT Benchmarks) | Design and Deliver Instruction | Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Plan strategically in the selection of high yield instructional strategy usage within lessons. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | Tier 2 Intervention | Use formative and summative evidence to inform what comes next for individual students and groups of students | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | ACT tutoring | Ensure that all users of assessment data use information to benefit student learning. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS | |
| | | Increase collaboration in deconstructing standards and developing congruent learning targets. | 1 st , 2 nd , and 3 rd rounds of CERT data, ACT diagnostics, Mastery Prep Material. | 9/16, 1/13, 3/3* | Gear Up Title I ESS 21 st Century | |
| | Objective 2 Technical Ready (industry certificates/End-of-Program assessments) | Design and Deliver Assessment Literacy | Create formative and summative assessments that are aligned to the standards | Certificates received by students. | End of school year. | No funds needed. |
| | | | Increase % of students attending SoKyECCA. | Enrollment at SoKyECCA. | Beginning of 2021 school year. | No funds needed. |
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*All dates are subject to change as CCHS experiences intermittent closures due to COVID-19 guidelines and restrictions.

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6: Graduation Rate

Goal 6 (State your graduation rate goal.): *100 % of students within the four year cohort will graduate from CCHS.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|--|--|---------------------------|------------------|
| Objective 1 - <i>100 % of students within the four year cohort will graduate from CCHS.</i> | Establishing Learning Culture and Environment | Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc | Weekly attendance letters. Meetings with DPP. | Weekly monitoring by DPP. | No funds needed. |
| | | Enable students to develop leadership roles within the school. | Weekly attendance letters. Meetings with DPP. | Weekly monitoring by DPP. | No funds needed. |
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| Objective 2 - | | | | | |
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7: Other (Optional)

Goal 7 (State your separate goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|------------|--------------------|---------------------|---------|
| Objective 1 | | | | | |
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| 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:

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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