

## Morgan County High School

### 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



1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By June 2025, increase students scoring proficient/distinguished in combined reading and math to 61.2%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, increase students scoring proficient/distinguished to 59.7%.	KCWP 1: Design and Deploy Standards	Gaining Clarity (book study and professional learning to ensure that learning intentions are aligned and posted.	Increased proficiency in reading and math.	CERT data iReady data Walkthroughs Curriculum Documents	Title I General Funds ESSER
	KCWP 2: Design and Deliver Instruction	Professional Learning, school visits, walkthrough feedback focused on high level, active student engagement and increased opportunities for students to respond.	Increased proficiency in reading and math.	CERT data iReady data Walkthroughs Curriculum Documents	Title I General Funds ESSER
		Professional Learning, school visits, walkthrough feedback focused increasing higher order questioning to promote critical thinking, using inquiry based lessons and peer-to-peer discussions.	Increased proficiency in reading and math.	CERT data iReady data Walkthroughs Curriculum Documents	Title I General Funds ESSER

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

Goal 2 (State your science, social studies, and writing goal.): By June 2025, increase students scoring proficient/distinguished in combined separate academic indicators (science, social studies, writing) to 70%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, increase student scoring proficient/distinguished in combined separate academic indicators to 50%.	KCWP 1: Design and Deploy Standards	Gaining Clarity (book study and professional learning to ensure that learning intentions are aligned and posted.	Increased proficiency in science, social studies, and writing	CERT data Walkthroughs Curriculum Documents	Title I General Funds ESSER
	KCWP 2: Design and Deliver Instruction	Professional Learning, school visits, walkthrough feedback focused on high level, active student engagement and increased opportunities for students to respond.	Increased proficiency in science, social studies, and writing	CERT data Walkthroughs Curriculum Documents	Title I General Funds ESSER
		Professional Learning, school visits, walkthrough feedback focused increasing higher order questioning to promote critical thinking, using inquiry based lessons and peer-to-peer discussions.	Increased proficiency in science, social studies, and writing	CERT data Walkthroughs Curriculum Documents	Title I General Funds ESSER
		Utilizing new resources that are aligned to standards and rigor.	Increased proficiency in science and social studies	CERT data Walkthroughs Curriculum Documents	Title I General Funds ESSER

### 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 number of Economically Disadvantaged Students scoring proficient/distinguished in reading from 43% to 48%.	KCWP 2: Design and Deliver Instruction	Increase instructional time through Learning Loss tutoring with a focus on instruction in reading and math.	Increased proficiency in reading among Economically Disadvantaged students.	CERT data (specifically for CCEIS in Learning Loss) IReady Data (specifically for CCEIS students in Learning Loss)	Learning Loss (ESSER)
		Identify students who need additional support and provide appropriate supports through MTSS.	Increased proficiency in reading among Economically Disadvantaged students.	CERT data (specifically for CCEIS) IReady Data (specifically for CCEIS students)	General Fund
	KCWP 5: Design, Align and Deliver Support	Incorporate Navigation Time each day to building relationships with students and focus on goal setting.	Increased proficiency in reading among Economically Disadvantaged students.	CERT data (specifically for CCEIS) IReady Data (specifically for CCEIS students)	General Fund
Objective 2 Increase the number of Students with IEPs scoring proficient/distinguished in reading from 13% to 18%.	KCWP 2: Design and Deliver Instruction	Professional Development focused on co-teaching	Increased proficiency in reading among students with IEPs.	CERT Data iReady Data	ESSER Special Education Funds
	KCWP 5: Design, Align and Deliver Support	Special Education PLCs	Increased proficiency in reading among students with IEPs.	CERT Data iReady Data	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 Increase the number of Economically Disadvantaged Students scoring proficient/distinguished in math from 30% to 35%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Increase instructional time through Learning Loss tutoring with a focus on instruction in reading and math.</p>	<p>Increased proficiency in math among Economically Disadvantaged students in math.</p>	<p>CERT data (specifically for CCEIS in Learning Loss) IReady Data (specifically for CCEIS students in Learning Loss)</p>	<p>Learning Loss (ESSER)</p>
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Identify students who need additional support and provide appropriate supports through MTSS.</p>	<p>Increased proficiency in math among Economically Disadvantaged students in reading.</p>	<p>CERT data (specifically for CCEIS) IReady Data (specifically for CCEIS students)</p>	<p>General Fund</p>
		<p>Incorporate Navigation Time each day to building relationships with students and focus on goal setting.</p>	<p>Increased proficiency in math among Economically Disadvantaged students in reading.</p>	<p>CERT data (specifically for CCEIS) IReady Data (specifically for CCEIS students)</p>	<p>General Fund</p>
<p>Objective 4 Increase the number of Students with IEPs scoring proficient/distinguished in math from 13% to 18%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Professional Development focused on co-teaching</p>	<p>Increased proficiency in math among students with IEPs.</p>	<p>CERT Data iReady Data</p>	<p>ESSER Special Education Funds</p>
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Special Education PLCs</p>	<p>Increased proficiency in math among students with IEPs.</p>	<p>CERT Data iReady Data</p>	<p>No funding required</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): English Language Learners will progress at least 2 levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  ELL students will show progress toward increasing two levels by June 2025.	KCWP 2: Design and Deliver Instruction	Collaboration with ELL teachers to individualize instruction for English Language Learners.	Level of proficiency of ELL Students	WIDA iReady	ELL



5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By June 2025, increase the Quality of School Climate and Safety to 78.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By June 2023, increase the Quality of School Climate and Safety to 71.63.	KCWP 6: Establish Learning Culture and Environment	Incorporate Navigation Time each day to building relationships and focus on Social Emotional Learning.	Increase in school climate and safety.	Behavior Date Survey Results	No funding required
	KCWP 6: Establish Learning Culture and Environment	Continue focus on implementing PBIS with fidelity	Increase in school climate and safety.	Behavior Date Survey Results	No funding required
	KCWP 6: Establish Learning Culture and Environment	Presenters and assemblies focused on safety and positive decision making	Increase in school climate and safety.	Behavior Date Survey Results	No funding required

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By June 2025, postsecondary readiness for High School Seniors will increase by 6% (from 79.7% in 2019 to 85.7% in 2024)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, postsecondary readiness for High School Seniors will increase to 82.7%.	KCWP 2: Design and Deliver Instruction	Targeted instruction to identified students using high impact instructional strategies and individualized time to assist students in academic and/or career readiness.	Increased ACT composite scores, increased number of students with college hours, industry certifications	ACT Scores Industry Certifications	General Fund

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Four year graduation rate will maintain at 97% or higher.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, the 4-year High School Graduation rate will be 97% or higher.	KCWP 5: Design, Align and Deliver Support	Workplace Ethics will be utilized K-12	Increased graduation rate	Workplace Ethics data Graduation Rate Transition Data	No funding needed
		Career Awareness and Exploration through the ILP	Increased graduation rate	Workplace Ethics data Graduation Rate Transition Data	Title IV
		Credit Recovery	Increased Graduation Rate	Graduation Rate Transition Data	ESSER

8: Other (Optional)

Goal 8 (State your separate goal.): By June 2025, increase the average ACT score from 17.5 to 19 or higher.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2025, increase the average ACT score from 17.5 to 18.5 or higher.	KCWP 4: Review, Analyze and Apply Data	Utilize CERT data and resources to individualize instruction for students.	Overall increase in ACT composite scores	CERT data ACT Data	ESSER
		Allow 10 <sup>th</sup> grade students to take the ACT, utilize the data to individualize instruction for students.	Overall increase in ACT composite scores	CERT data ACT Data	ESSER
	KCWP 2: Design and Deliver Instruction	Offer ACT preparation courses for all students	Overall increase in ACT composite scores	CERT data ACT Data	ESSER

**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:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> 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?  <b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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.  <b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.  <b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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?  <b>Response:</b></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 “[Compliance Requirements](#)” 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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### 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:

<b>Turnaround Team:</b>
<p><b>Consider:</b> 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</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>

**Evidence-based Practices**

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