

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. 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
<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 (State your reading and math goal.): On average, our Juniors and Seniors will meet benchmark scores on the ACT in math (19), and reading (20). Last year students averaged 17.1 on math and 18.6 on reading on the ACT. This would be an increase of 1.9 points in math and 1.4 in reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the average math score to 19 on the State ACT assessment.	Teachers will adjust instruction and schedule students in Dens to meet needs based on assessment results (formative and summative) (KCWP 1)	Teachers will have curriculum days in the summer and throughout the year to re-align the maps to be aligned with the new standards.	Increase assessment scores on unit assessments and state accountability tests.	PLC work will review CERT testing quiz scores and common assessment data.	District purchased Enriching Students to help with scheduling Den.
	All students will take an ACT math quiz on CERT monthly and receive feedback. (KCWP2)	PD to review CERT and how to use in the classroom.	Increase scores on CERT and ACT	PLC's are monitoring classroom cert data	District Funds
	All Sophomores will take the ACT test and receive feedback. (KCWP4)	Counselors will oversee the training and administration of the ACT test.	Establish baseline ACT scores for Sophomores.	Progress will be monitored and documented during PLCs.	District will pay for cost of sophomore ACT tests.
Objective 2: To increase the average reading score to 20 on the State ACT assessment.	Teachers will adjust instruction and schedule students in Dens to meet needs based on assessment results (formative and summative) (KCWP 1)	Teachers will have curriculum days in the summer and throughout the year to re-align the maps to be aligned with the new standards.	Increase assessment scores on unit assessments and state accountability tests.	PLC work will review CERT testing quiz scores and common assessment data.	District purchased Enriching Students to help with scheduling Den for 22 - 23, but school will need to budget for 23 - 24 using Section VI funds.
	All students will take an ACT math quiz on CERT monthly	PD to review CERT and how to use in the classroom.	Increase scores on CERT and ACT	PLC's are monitoring classroom cert data	District Funds

Goal 1 (State your reading and math goal.): On average, our Juniors and Seniors will meet benchmark scores on the ACT in math (19), and reading (20). Last year students averaged 17.1 on math and 18.6 on reading on the ACT. This would be an increase of 1.9 points in math and 1.4 in reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and receive feedback. (KCWP2)				
	All Sophomores will take the ACT test and receive feedback. (KCWP4)	Counselors will oversee the training and administration of the ACT test.	Establish baseline ACT scores for Sophomores.	Progress will be monitored and documented during PLCs.	District will pay for cost of sophomore ACT tests.

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

Goal 2 (State your science, social studies, and writing goal.): To increase to percentage of proficient and distinguished writers on the On-Demand Writing task from 37.1% to 50%. To reduce the percentage of students scoring novice on the science and social studies state assessment to under 25% from 46% and 41% respectively.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase student writing performance in the classroom.	Systems will be put in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. (KCWP 4)	Teachers will implement on-demand writing prompts to be analyzed and provide feedback for student achievement.	Increased writing scores on state accountability	PLC work and student work samples.	No cost
	All teachers will implement a writing for publication piece in every class. (KCWP 2)	Writing plan based on the school literacy policy to implement writing in the content areas.	Increased writing scores on state accountability	Teachers submit writing (one low, one medium, on high) pieces to leadership team for feedback.	No cost
Objective 2: To reduce the percentage of students scoring novice in science and social studies to under 25%.	All students will work toward mastery of the content standards. (KCWP 1)	Department Chairs will lead their teams in curriculum maps that are aligned to the content standards.	Reduced number of Novice students on State Assessments	Teachers will monitor progress through formative assessments	No cost
	Science Department will review course sequencing and options to ensure all standards are taught (KCWP 1)	Department Chair will research sequencing and offering at other high schools and collaborate with team members to finalize scope/sequence of offerings.	Reduced number of Novice students on State Assessments	Department members will review course offerings and sequence to ensure all students receive all standards	No cost

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: Decrease the number of students with IEPs scoring novice in social studies by 15%.	Teachers will utilize evidence-based practices to increase reading comprehension. (KCWP 2)	Content reinforcement teachers will utilize Read Naturally and help students set frequent progress goals.	Students will make progress towards being on grade level as measured in the Read Naturally program.	Special Education PLC monitors overall and individual case load performance on the Read Naturally program.	District
	Teachers will review CERT data, analyze individual student outcomes, and apply this knowledge to adjust instruction. (KCWP 4)	PD to help with CERT	Increase scores on CERT practice exams and KPREP.	Teachers will monitor weekly CERT scores for IEP students scoring on CERT quizzes.	District
Objective 2: Decrease the number of students with IEPs scoring novice in science by 15%.	Science Department will review course sequencing and options to ensure all standards are taught (KCWP 1)	Department Chair will research sequencing and offering at other high schools and collaborate with team members to finalize scope/sequence of offerings.	Reduced number of Novice students on State Assessments	Department members will review course offerings and sequence to ensure all students receive all standards	No cost

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Content reinforcement classes will focus on reinforcing science curriculum and building the math and graphing skills that are necessary for the science KPREP. (KCWP 5)	Dreambox program and direct instruction to reinforcement the curriculum and build skills.	Formative and summative assessment in class and progress goal monitoring on Dreambox.	Special Education PLC monitors overall and individual case load performance on the Dreambox program.	District
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): To increase the number of EL students' experiencing gains in their ACCESS scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will increase the number of students showing progress on the ACCESS test by 25% as compared to the previous year.	Provide specific English instruction and offer English support during core classes. (KCWP 5)	Pull all newcomers during den at least twice a week to receive specific English instruction.	ACCESS test	Formative assessments	No cost
		EL teacher provides specific English support throughout the week with an emphasis on English and Math classes.	ACCESS test Formative and summative assessments	In class observations by EL teacher and classroom formative and summative assessment data.	No cost
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

Students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability). 48% disagree

The school rules are fair. 47% disagree

KCWP 6: All teachers implement the Character Strong curriculum with students during den time on Wednesdays. WHHS has a plethora of students leadership organizations and clubs to help develop character and promote ethical values through service. We have elected student council officers for every grade level to provide student voice and leadership opportunities. Our leadership team analyzed the KY Impact Survey and Quality of School Climate and Safety to determine the best steps forward in providing support for all students and staff. Our district's focus this year is that "when every student succeeds, we all thrive!" WHHS is filtering all decisions through the lens of what is best for students and working hard to build a positive school culture and climate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students that believes this school respects each other’s differences (i.e., gender, culture, race, religion, ability)	All teachers will implement the Character Strong curriculum (KCWP 6)	Teachers will implement the character strong curriculum with students during den time on Wednesdays.	Increased belief that this school respects each other’s differences (i.e., gender, culture, race, religion, ability)	Informal and formal surveys	District purchased Character Strong Curriculum
		Utilize Den time to encourage diverse clubs and groups to meet.	Student attendance and membership in diverse clubs and groups.	Meetings with club sponsors and students to determine how school leadership can support.	Section VI funds for Den activities and the club activity accounts.
	All teachers will provide opportunities for students to learn about their own and other's backgrounds/cultures/differences (equitable learning). (KCWP 2)	Teachers will intentionally plan opportunities for students to learn about and discuss other cultures individually and in their PLCs.	Increased belief that this school respects each other’s differences (i.e., gender, culture, race, religion, ability)	Lesson plans, learning targets, and learning walks	No cost

Goal 5 (State your climate and safety goal.):

Students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability). 48% disagree

The school rules are fair. 47% disagree

KCWP 6: All teachers implement the Character Strong curriculum with students during den time on Wednesdays. WHHS has a plethora of students leadership organizations and clubs to help develop character and promote ethical values through service. We have elected student council officers for every grade level to provide student voice and leadership opportunities. Our leadership team analyzed the KY Impact Survey and Quality of School Climate and Safety to determine the best steps forward in providing support for all students and staff. Our district's focus this year is that "when every student succeeds, we all thrive!" WHHS is filtering all decisions through the lens of what is best for students and working hard to build a positive school culture and climate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: To increase the percentage of students that believe that the school rules are fair.	The MTSS team and PBIS committee meet regularly to analyze behavior data, review school rules, and communicate positive schoolwide expectations. (KCWP 4)	Post the PBIS expectations for common areas.	Expectations will be posted in all common areas.	PBIS expectations student survey/quiz in den.	Section VI
		Administrators will teach the expectations in grade level meetings.	Behavior data in IC	The MTSS team will monitor schoolwide behavior data monthly and report it to SBDM. Behavior RTI will monitor students bi-weekly as a team to determine Tier II and Tier III interventions.	No cost
	WHHS has a plethora of leadership organizations and clubs to help develop character and promote ethical values through service. (KCWP 6)	Elect student council officers for every grade level to provide student voice.	The number of students involved in leadership organizations.	Leadership clubs report student membership and service-learning opportunities to administration.	Fundraising and Activity Accounts
		Promote student leadership organization at the club fair, on announcements and social media.			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): To increase postsecondary readiness from 80.3% to 85%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students who are academic ready by 8%.	All sophomores will take the ACT. (KCWP 1)	Department Chairs will use the data to design individualized instruction in Math.	Increased number of sophomores achieving the ACT Math benchmark.	Department Chairs, Counselors and Administration will monitor the data.	District to pay for the cost of the ACT
		Seniors not meeting ACT benchmark will take the KYOTE exam. (KCWP 1)	Den RTI, extra help, and remediation.	KYOTE exam	Department Chairs, Counselors and Administration will monitor the data.
Objective 2: Increase the number of students who are career ready by 5%.	Offer complete sequence of courses in KDE CTE approved pathways. (KCWP 1)	CTE teachers and counselors will design clear, appropriately sequenced pathways and schedule students in that sequence.	Increased number of concentrators who are eligible to take an EOP or industry certification.	CTE Teachers, Counselors and Administration will monitor the course sequencing.	No cost
		Offer KDE CTE approved dual credit courses (KCWP 5)	CTE Teachers, counselors and district transition specialist will collaborate to ensure ample college offerings.	Increased number of career ready students.	CTE Teachers, Counselors and Administration will monitor offerings.

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Increase four-year graduation rate from 94.6% to 97%. (Three-year goal)						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: All students will have access to intervention and remediation through designated daily intervention time and through our Extended School Services (ESS) program to get over the 95% threshold in year 1.	Each core content area will offer ESS at least once weekly in both the morning and the afternoon. (KCWP 3)	English, Math Science and Social Studies teachers will offer tutoring before and after school on Tuesdays and Thursdays.	Decreased course failure rate	Grade-level teams will monitor student failure rates monthly. Administration will monitor failure rates weekly.	ESS allocations	
		Teachers will claim students during Den Time for remediation and intervention.	Decreased course failure rate	Department Chairs and Administration will monitor student progress weekly using the graduation rate spreadsheet.	No cost	
	Daily intervention and remediation time will be provided during Den Time in the daily schedule. (KCWP 5)	Fall, Winter and Spring Remediation Sessions will be provided. (KCWP 5)	Dedicated remediation sessions will be used to help students master standards and improve course grades.	Decreased course failure rate	ESS Coordinator will oversee scheduling and invitations to students.	ESS allocations
			Edmentum learning will be offered every class period so that counselors may place students accordingly to help recover credits.	Increased number of credits earned	Counselors and administration will develop, review, update and continuously monitor a comprehensive student data base.	Section 6 Allocations for a designated CR teacher
	Objective 2: WHHS will use a credit recovery and/or referral program(s) for students who need to gain credits to graduate on time to get over the 95% threshold in year 1.	Fall, Winter, and Spring Remediation Sessions will be provided. (KCWP 5)	Dedicated remediation sessions will be used to help students master standards and improve course grades.	Decreased course failure rate	ESS Coordinator and Department Chairs/PLCs will oversee scheduling and invitations to students.	ESS allocations

Goal 7 (State your graduation goal.): Increase four-year graduation rate from 94.6% to 97%. (Three-year goal)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Utilize William Cofield High School (KCWP 6)	Counselors to recommend referrals to administration on a weekly basis.	Increased graduation rate	Counselors and Principal to collaborate to continuously monitor struggling students.	District allocations for WCHS

8: Other (Optional)

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:
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:
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:
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:

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.

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:

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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