

## 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

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

In KSA, we dropped in Reading/Math from 76.4 to 70.7. A drop of -5.7

In KSA, we dropped in School Climate from 66.5 to 65.2. A drop of -1.3

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**PLC's, Review of Data to improve Novice and Apprentice Scores**

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	76.4	-5.7
State Assessment Results in science, social studies and writing	73.1	+4.2
English Learner Progress	NA	NA
Quality of School Climate and Safety	66.5	-1.3
Postsecondary Readiness (high schools and districts only)	99.1	+8.6
Graduation Rate (high schools and districts only)	96	+.8

**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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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.): By May 2026, BCHS will increase the combined reading and math percentage of proficient and distinguished to 79%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, BCHS will increase the combined reading and math percentage of proficient and distinguished to 75%.	KCWP 2: Design and Deliver Instruction.	Determine if standards are being taught.	State standards used?	Data Conferences, walkthroughs, and PLC's	None
		Determine if best teaching practices are being used.	Student mastery of content %?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 3: Design and Deliver Assessment Literacy	Teachers already created common assessments, determine if they are being used.	Approved common assessment is used?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 4: Review, Analyze, and Apply Data	Determine the students that are performing below proficiency.	% of students performing below proficiency.	Data Conferences, walkthroughs, and PLC's	None
Develop a monitoring system to monitor student mastery.		Monitoring system in place?	Data Conferences, walkthroughs, and PLC's	None	
Objective 2					

**2: State Assessment Results in Science, Social Studies and Writing**

Goal 2 (State your science, social studies, and writing goal.): By May 2026, BCHS will increase the science percentage of proficient and distinguished to 34%; the social studies percentage of proficient and distinguished to 68%; and the writing percentage of proficient and distinguished to 73%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, BCHS will increase the science percentage of proficient and distinguished to 30%, social studies to 66%, and writing to 73%.	KCWP 2: Design and Deliver Instruction.	Determine if standards are being taught.	State standards used?	Data Conferences, walkthroughs, and PLC's	None
		Determine if best teaching practices are being used.	Student mastery of content %?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 3: Design and Deliver Assessment Literacy	Teachers already created common assessments, determine if they are being used.	Approved common assessment is used?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 4: Review, Analyze, and Apply Data	Determine the students that are performing below proficiency.	% of students performing below proficiency.	Data Conferences, walkthroughs, and PLC's	None
		Develop a monitoring system to monitor student mastery.	Monitoring system in place?	Data Conferences, walkthroughs, and PLC's	None
Objective 2					

### 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 By May 2024, BCHS will increase the reading and math percentage of students who qualify for an IEP and score proficient and distinguished to 25% in reading and 32% in math. .	KCWP 2: Design and Deliver Instruction.	Determine if standards are being taught.	State standards used?	Data Conferences, walkthroughs, and PLC's	None
		Determine if best teaching practices are being used.	Student mastery of content %?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 3: Design and Deliver Assessment Literacy	Teachers already created common assessments, determine if they are being used.	Approved common assessment is used?	Data Conferences, walkthroughs, and PLC's	PD
	KCWP 4: Review, Analyze, and Apply Data	Determine the students that are performing below proficiency.	% of students performing below proficiency.	Data Conferences, walkthroughs, and PLC's	None
		Develop a monitoring system to monitor student mastery.	Monitoring system in place?	Data Conferences, walkthroughs, and PLC's	None
Objective 2 By May 2024, BCHS will increase the reading and math percentage of students who qualify as economically disadvantaged and score proficient and distinguished to 54% in reading and 50% in math.	KCWP 2: Design and Deliver Instruction.	Determine if standards are being taught.	State standards used?	Data Conferences, walkthroughs, and PLC's	None
		Determine if best teaching practices are being used.	Student mastery of content %?	Data Conferences, walkthroughs, and PLC's	None
	KCWP 3: Design and Deliver Assessment Literacy	Teachers already created common assessments, determine if they are being used.	Approved common assessment is used?	Data Conferences, walkthroughs, and PLC's	PD
	KCWP 4: Review, Analyze, and Apply Data	Determine the students that are performing below proficiency.	% of students performing below proficiency.	Data Conferences, walkthroughs, and PLC's	None
		Develop a monitoring system to monitor student mastery.	Monitoring system in place?	Data Conferences, walkthroughs, and PLC's	None
Objective 3					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding



**4: English Learner Progress**

Goal 4 (State your English Learner goal.): We only have suppressed data for ELL. We only had 4 students and work hard to meet their needs.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
	Objective 2				

**5: Quality of School Climate and Safety**

By May 2026, BCHS will increase the percentage of students that perceive bullying not to be a problem to 85%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2026, BCHS will increase the percentage of students that perceive bullying not to be a problem to 75%.	KCWP 2: Design and Deliver Instruction	Continue with anti-bullying education in TEAMS	Decrease in behavior	Student observation, behavior data, survey data.	None
		Define "Bullying" to students in TEAMS	Decrease in behavior	Student observation, behavior data, survey data.	None
	KCWP 4: Review, analyze, and apply data.	Continue to monitor behavior data	Decrease in behavior	Student observation, behavior data, survey data.	None
		Survey students quarterly to determine the status	Decrease in behavior	Student observation, behavior data, survey data.	None
	KCWP 5: Design, align and deliver support processes	Reflect on data from survey and behavior report	Decrease in behavior	Student observation, behavior data, survey data.	None
		Modify TEAMS lessons to address findings.	Decrease in behavior	Student observation, behavior data, survey data.	None
Objective 2					

**6: Postsecondary Readiness (High School Only)**

Goal 6: By 2030, 100% of students will be Postsecondary Ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2024, BCHS will increase the percentage of students who achieve college readiness to 65% in Reading, and 75% English, and 65% in Math. BCHS will also increase enrollment in dual credit courses by 10%.</p>	<p><a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></p> <p><a href="#">KCWP 4: Review, Analyze and Apply Data</a></p> <p><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></p>	Increase number of students taking dual credit classes and offer more dual classes	Enrollment and number of classes offered	CIA Meetings and BCHS PLC meetings.	State
		Increase the number of students taking the ACT during their sophomore year and ACT Mastery Prep grades 9-11	April ACT	CIA Meetings	General Fund
		Prepare students to take the KYOTE		Data Conferences, Walkthroughs, CIA Meetings	n/a
<p>Objective 2 By May 2024, BCHS will increase Postsecondary Readiness indicator to 100.</p>	<p><a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p><a href="#">KCWP 4: Review, Analyze and Apply Data</a></p>	Continue EOP review sessions	Pass Rates	CIA Meetings	General Fund
		Offer all eligible industry certifications in CTE courses and dual credit options.	Increase in the number of students taking the certifications and dual credit courses.	CIA Meetings	KHEAA, Work Keys

**7: Graduation Rate (High School Only)**

Goal 7: By May 2030, maintain the graduation rate at 99% or above.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, BCHS will increase the graduation rate to 97%.	<a href="#">KCWP 1: Design and Deploy Standards</a>  <a href="#">KCWP 2: Design and Deliver Instruction</a>  <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Address truancy issues and provide student supports as needed.	Higher academic performance, persistence to graduation, and transition success	Quarterly progress checks through meetings between district administrators and counselors, and quality checks once per semester with counselors, district administration, and building principals	SBDM, General Fund
		<a href="#">KCWP 4: Review, Analyze and Apply Data</a>  <a href="#">KCWP 5: Design, Align and Deliver Support</a>  <a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Share attendance and graduation expectations with students. Increase counseling services for academic.	Monitor Counseling	BCHS PLC

**8: Other (Optional)**

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## 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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <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>
<p><b>Identification of Critical Resources Inequities:</b></p> <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>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <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>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <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><b>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP
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>

### CSI Evidence-based Practices

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Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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.

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