

Comprehensive School Improvement Plan (CSIP)

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.

The percentage of students scoring proficiency in science took a major decline from 40.2% to 8%. Social studies took a big decline as well, moving from 62.4% to only 22% of students scoring proficient/distinguished. On-Demand went from 75.9% of students scoring proficient to 57.5%. Clearly more efforts are needed in this area.

Teacher turnover is of concern and finding replacements that are highly qualified is an issue. Currently, we have only two full time math teachers and the district has had to pull multiple individuals from other schools to cover classes. In 2019-2020 the district had 11.0% turnover and in 2020-2021 22.0% had reached retirement age. As vacancies arise, several positions remain unfilled.

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.

KCWP 1 - Clinton County High School is using a Deconstruction Tool for standards, learning targets, and assessment for this year. Teachers also reflect on the document throughout the year for improvement of instruction. The district provided six professional development and workdays at the beginning of the school year for teachers to deconstruct their standards. Curriculum specialists, principals, and district administration work together in monitoring the deconstruction tool that is used to guide instructional practices. Also with this process, we have implemented the PLC protocols for review instructional practices, assessments, etc. in relation to standards. We also review the HQIR materials and resources being used to ensure high quality instruction in the classroom.

KCWP 2 - Clinton County High School is using a deconstruction tool to guide our deconstruction of standards, assessments and learning targets (I can statements). The eWalk tool is used to obtain data through classroom observations daily. The walkthrough tool is used to monitor implementation of standards, learning targets, HQIR, assessments, and learning. GRREC is providing MTSS training with the TPAIL book for additional support. GRREC has been providing reteach strategies. We started with an initial two-hour training for every teacher in the district in September 2023. Once a month in October and November, GRREC personnel will continue to meet with teachers during their PLC time to discuss implementation and additional strategies. CCHS uses a PBIS model for rewards for behavioral objectives. CCHS utilizes Social Emotional Professionals to assist with SEL issues. All the MTSS system components help to ensure supports for all CCHS students. Teachers use the Deconstruction Tool to add links to formative and summative assessments they use in the classroom. Edulastic can be used for quizzes, daily assessments, as well as unit assessments/cummulative assessments. Teachers have access to the Edulastic program that can build assessments, provide sample questions in relation to standards and rigor, breakdown student

multiple choice responses, analysis assessments in real time, and can use as tool in feedback to students. Teachers can also run reports for each individual student from Edulastic and IC. Progress and grade reports are given to parents throughout the year at 9-week periods.

KCWP 4 - The Deconstruction Tool is the means of where teachers plan out lessons for teaching and learning, but it is also a database for instructional resources, assessments, etc. The PLC protocols for Plan, Study, Do, and Act has been reintroduced has allowed for teachers to have real discussions from content areas from classroom assessments. Teachers review their assessments and project the next steps to ensure that students are mastering the content at the level of the standards. Teachers have access to the Edulastic program to use for assessment reports and data to aide in their presentation and discussions. As a professional group, teachers can make real decisions that can impact teaching and learning. Teachers can also run reports for each individual student from Edulastic and IC. Progress and grade reports are given to parents throughout the year at 9-week periods.

Indicator Scores

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

| Indicator | Status | Change |
|---|--------------------|---------------------------------|
| State Assessment Results in reading and mathematics | 55.3 Medium | 15 Increased Significantly |
| State Assessment Results in science, social studies and writing | 47.4 Medium | -12.1 Declined Significantly |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | 67.6 Medium | 9.2 Increased Significantly |
| Postsecondary Readiness (high schools and districts only) | 106.5 Very High | 9.8 Increased |
| Graduation Rate (high schools and districts only) | 95.7 High | Maintained |

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 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 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.): Clinton County High School will increase the percentage of students scoring P/D in reading from 46% to 76% and in math from 26% to 56% by the year 2027, as measured by the state assessment data. | | | | | |
|--|---|---|--|--|-------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Clinton County High School will increase the percentage of students scoring P/D in reading from 46% to 57% and in math from 26% to 33% by the year 2024, as measured by state assessment data. | Implement and refine a system for deploying standards to ensure that curriculum documents are congruent with Kentucky Academic Standards. (KCWP #1) | The district implemented a new tool (Deconstruction Tool) for teachers to use to deconstruct standards, place activities, assessments and make reflections on lessons. We began this at the beginning of the year and will continue to work on monitoring the tool and having discussions about the tool in PLCs. | Deconstruction Tool with activities, assessments, and reflections that are congruent to correct Kentucky Academic Standards. | School leaders will monitor deconstruction tools frequently to ensure congruence with Standards. | No Funding Needed |

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

| <p>Goal 2 (State your science, social studies, and writing goal.): Clinton County High School will increase the percentage of students scoring P/D in writing from 51% to 81%, in social studies from 21% to 51% and move science to 35% by the year 2027, as measured by state assessment data. (Science data score is suppressed from public view.)</p> | | | | | |
|---|--|--|---|--|------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 Clinton County High school will increase the percentage of students scoring P/D in writing from 51% to 64%, move science to 15%, and in social studies from 21% to 27% by the year 2024, as measured by state assessment data.</p> | <p>Implement a system to monitor instruction to ensure that all students have equitable access to meaningful learning experiences. (KCWP #2)</p> | <p>The district implemented a new walk-through tool that we use that includes the aspect of is the learning intention(standard) posted, whether it is linked to the activity and can the students communicate the learning intention, (we still need to improve on making sure students are aware of success criteria and not just learning intention). We have just implemented this instrument and will continue to utilize it and have discussions with teachers during PLC. GRECC will provide PD focusing on reteaching strategies throughout the year.</p> | <p>A Higher Percentage on the eWalk tool in the category of learning intention.</p> | <p>School leaders will conduct Weekly walkthroughs to monitor the learning intentions.</p> | <p>District Funded</p> |

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 |
|---|--|---|--|--|--------------------------|
| <p>Objective 1 Clinton County High School will increase the Economically Disadvantaged student reading index from 57.9 to 72 and math index from 47.2 to 59 by the year 2024, as measured by the state assessment data.</p> | <p>Implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)</p> | <p>Our district/school has restructured our PLC Protocols and began implementation this school year, we will continue to monitor our protocol to ensure meaningful conversations are had around reviewing, analyzing, and applying data. Teachers also use an assessment slide to place their data from assessments for discussion.</p> | <p>Increased student performance on formative and summative assessments. Increased student performance on formative and summative assessments.</p> | <p>Weekly PLC protocol to monitor implementation of assessments.</p> | <p>No Funding Needed</p> |

4: English Learner Progress

| Goal 4 (State your English Learner goal.): By Spring of 2027, all EL students at Clinton County High School not reaching English Language Proficiency will progress by at least 1.5 levels as measured by ACCESS testing. | | | | | |
|---|---|--|---|---|-----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By Spring of 2025, all EL students at Clinton County High School not reaching English Language Proficiency will progress by at least .5 level as measured by ACCESS testing. | Implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4) | District leadership will provide Rosetta Stone and other supplemental materials to support EL learners at each school. Counselors will work with school staff to monitor progress of EL students using Personalized Service Plans in IC. | Increased EL student performance on formative and summative assessments | Program Services Plan in IC; School Guidance Counselor. | District Funded |

5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By spring of 2027, Clinton County High School will increase the climate index score from 65.4 to 90 and the safety index score from 60.6 to 90, as measured by the School Climate and Safety Survey. | | | | | |
|--|---|--|---|--|-----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By Spring of 2026, Clinton County High School will increase the climate index score from 65.4 to 75 and the safety index score from 60.6 to 71, as measured by the School Climate and Safety Survey. | Review, analyze, and apply data results in order to ensure and support a safe learning environment and culture promoting high levels of academic success. (KCWP #4) | Our district/school will implement intentional safety measures to ensure that students and faculty feel safe. (i.e., building and faculty safety measures, implementing policies for anti-bully, ensuring monitoring of faculty/student drug policies are followed, etc.). | Increase the positive responses on student and staff surveys about safety. Decrease the number of positive drug test results for students and faculty/staff members. | Review yearly surveys for faculty and staff along with the KDE's KSA Culture and Safety Survey for students. | District Funded |

6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): By spring of 2027, Clinton County High School will increase the postsecondary readiness rate from 89.0 to 100, as measured by state assessments. | | | | | |
|---|--|---|---|---|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 By spring of 2024, Clinton County High School will increase the postsecondary readiness rate from 89.0 to 92.0, as measured by state assessments.</p> | <p>Implement and monitor instruction to ensure that all seniors are given multiple opportunities to achieve postsecondary readiness. (KCWP #2)</p> | <p>School leadership and appropriate support staff will collaborate throughout the school year to monitor postsecondary readiness. Instructional support programs will be implemented and monitored as needed. (i.e., use of MasteryPrep and CERT, College & Career Fairs, Communication with ATC, pathway teacher mentoring and support)</p> | <p>increased number of students hitting benchmark scores on the ACT and NWEA MAPs</p> <p>increased number of students completing a given pathway</p> <p>increased number of students passing an industry certification exam</p> | <p>transition readiness documents</p> <p>data from ACT, CERT, MasteryPrep, NWEA MAPs</p> <p>data from industry certification exams</p> <p>transcript audits</p> | <p>GEAR UP</p> |

7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): By spring of 2027, Clinton County High School will increase the 4-year graduation rate from 95.7% to 100%, as measured by state reporting requirements. | | | | | |
|---|--|---|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1</p> <p>By spring of 2024, Clinton County High School will increase the 4-year graduation rate from 95.7% to 98%, as measured by state reporting requirements.</p> | <p>Implement a system of reviewing, analyzing, and applying data to ensure that all seniors are on track to graduate in 4 years. (KCWP #4)</p> | <p>School leadership and appropriate support staff will collaborate throughout the school year to ensure that all students are on track to graduate. Support programs will be implemented and monitored as needed. (i.e., Grad Tracker tool, Persistence to Graduation, Mentoring, PBIS CICO)</p> | <p>Increased number of students on track to graduate on time.</p> <p>Increase the number of students completing a pathway.</p> <p>Increase the number of students who transition into post-secondary education</p> | <p>Student transcript audits monitored as needed.</p> <p>Analyze master schedule course offerings and placement to ensure proper graduation tracks as needed.</p> <p>Student scheduling meetings as needed.</p> | |

8: Other (Optional)

| Goal 8 (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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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:

N/A

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|--|
| Components of Turnaround Leadership Development and Support: |
| <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p> |
| Identification of Critical Resources Inequities: |
| <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> |
| Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students |
| <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p> |
| Targeted Subgroups and Evidence-Based Interventions: |
| <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p> |
| <p>Complete the table 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.</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"/> |
| | | <input type="checkbox"/> |
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| | | <input type="checkbox"/> |

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: |

CSI 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 Continuous Improvement Platform (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 |
|---|--|-------------------------------------|
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