

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:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety

- The required goals for high schools include the following:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety

- o Postsecondary Readiness
- o 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
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.	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	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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

	improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).				planned activities.
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Updated May 2022

Updated May 2022

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): By the Spring of 2025, the percent of students scoring P/D in Reading according to the state assessment will be 80%, in Math. The percent of students scoring P/D will increase to 80%.					
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding	

Objective 1 By the Spring of 2024, the percent of students scoring P/D in reading will move from 66% in 2023 to 75% in 2024. Objective 2 By the Spring of 2024, the percent of students scoring P/D in math will move from 48% in 2023 to 50% in 2024.	KCWP 2: Design & Deliver Instruction – Effective Instruction in Every Classroom	1. Teachers will collectively utilize a school wide model of instruction (playlist) while embedding a triangulation with standard based assessments and student data mastery cards. 2. All staff will participate in Professional Learning for best practice strategies focusing on engagement and rigor using the rigor rubric for all tasks and assessments. 3. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration.	● Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. ● Improved teaching strategies as evidence through walk through data and comparisons. ● Improved quality of assessments evidenced through PLC discussions.	1. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 2. All teachers will participate in bi term data analysis for whole school reflection and redirection as needed. 3. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 4. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists.	1. No funding required.
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2: State Assessment Results in science, social studies and writing

Goal 2 (State your separate academic indicator goal.): By the Spring of 2025, the percent of students scoring P/D in Science according to the state assessment will be 80%; the percent of students scoring P/D on the On Demand Writing test will be 80% and the percent of students scoring P/D in Social Studies will be 80%.				
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding

Objective 1

By the Spring of 2024, the percent of students decreasing Novice in Science in 2022 to 10% in 2024.	Objective 3 By the Spring of 2023, the percent of students scoring P/D in Writing will move from 42.9% in 2022 to 48% in 2023.	embedding a triangulation with standard based assessments and student data mastery cards. 2. All staff will participate in Professional Learning for best practice strategies focusing on engagement and rigor.	• Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. • Improved teaching strategies as evidence through ELEOT walk through data and	comparisons. Improved quality of assessments evidenced through PLC discussions. 1. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 2. All teachers will participate in bi term data analysis for whole school reflection and redirection	as needed. 3. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 4. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists. 1. No funding required.
Objective 2 By the Spring of 2024, the percent of students scoring Novice in Social Studies will move from 29% in 2023 to 15% in 2024.	KCWP 2: Design & Deliver Instruction – Effective Instruction in Every Classroom 1. Teachers will collectively utilize a school wide model of instruction (playlist) while	3. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration.			

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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.

Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding
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Objective 1 By the spring of 2023, the percent of IEP students with P/D reading will move from 46% to 51%.	KCWP 2: Design & Deliver Co-teaching for all students with Instruction – Co-teaching IEPs in ELA & Math, grades 9-12. Steps toward improving And achievement gap include: ● Co-teaching strategies Professional Development KCWP 5: Design, Align, & ● Targeted scheduling Deliver Support ● Classroom environment and organization for co-teaching methods and strategies	● Decrease in failure rates for IEP students across all grade levels. ● Increase percentage of IEP students scoring at or above benchmark for transitional readiness indicators.	Playlists with accommodations section for students with special needs. SPED teachers PLC, and content PLC participation. Administrative walk through for feedback.	SBDM budget for SPED PD and GRREC training is free. No funding required for playlist development.
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development.

Updated May 2022

4: English Learner Progress

Goal 4 (State your English Learner goal.):				
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding

Updated May 2022

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the spring of 2025, the Culture and Climate percent will increase from 59.8% in 2022 to 90%.				
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2023, the Culture and Climate percent will increase from 59.8% in 2022 to 70%.	KCWP 5: Design, Align, & Deliver Support Teachers will collectively utilize a school wide model of instruction (playlist) while embedding a triangulation with standard based assessments and student data mastery cards			

	with focus on individual student needs. All students will participate in Professional Learning or career exploration for future successes. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration. Students have access to after school ESS to enhance learning through one on one mentoring based on student self appointment, and/or teacher requested.	● Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. ● Improved teaching strategies as evidence through walk through data and comparisons. Improved quality of assessments evidenced through PLC discussions.	5. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 6. All teachers will participate in bi term data analysis for whole school reflection and redirection as needed. 7. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 8. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists.	ESS
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Updated May 2022

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By the Spring of 2025, HCHS will improve its Transition Readiness Rating to 90%.				
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding

Objective 1 By the Spring of 2023, HCHS will improve its Transition readiness rating from 77.4% to 89%.	KCWP 5: Design, align, and deliver support ● Targeted scheduling for every student 9-12 grade in pathway classes according to ILP. ● Students will meet with counselors to interview based on benchmark needs to meet college or career readiness. ● Leadership team focus each week in PLC regarding senior students who have yet to meet a benchmark.	● Every student is included in the master schedule with their choice of pathways. ● CTE numbers increase regarding TEDS. ● Students gain insight and voice into their own future through ILP completion.	● Weekly L Team meetings ● Weekly PLC in content areas ● SWARM teachers and intervention times.	No funding required.
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7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By the Spring of 2025, HCHS will improve its Graduation rate to 98%.				
Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding

Objective 1 By the spring of 2023, HCHS will improve its Graduation Rate from 90.4 to a 96% rating. KCWP 2; Design and Deliver Instruction – Effective Instruction in every Classroom 1. Teachers will embed engaging	activities and model instruction which highlights best practice strategies for classroom instruction. 2. Playlist development will offer skills needed and support for all levels of learning in the classroom. 3. Counseling department will	offer counseling services regarding scholarships, job embedded opportunities and work employability skills. ● Improved quality of grade level tasks as evidenced through student work samples, data mastery	cards, and student performance. ● Improved percentage of demonstrating cognitive engagement during	instructional tasks. ● Percentage improvement on state assessments. 1. Assessment development in PLC to allow teachers to peer edit and revise as needed. Collaborating with content	teachers offers a sense of real accountability with genuine growth attached. 2. Data mastery card analysis and leadership feedback. 3. Walk through feedback from district and building leadership. 1. No funding required
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8: Other (Optional)

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

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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	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis c ☒
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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:

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Evidence-based Activity	
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of research on teaching and learning.

Uploaded in eProve

