

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

Updated June 2023

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.

1. ACT composite score of 18.8
2. ACT English score of 17.6
3. 17% students scoring Novice in 10th grade Reading on KSA tests
4. 25% students scoring Novice in 10th grade Math on KSA tests
5. 34% students scoring Novice in 11th grade Science on KSA tests
6. 23% students scoring Novice in 11th grade Social Studies on KSA tests

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.

1. Classroom observations and daily walkthroughs by school administrative team and instructional coaches
2. Weekly instructional coaches meetings with administrative team
3. MTSS meetings held monthly regarding instruction, procedures, and PBIS

Indicator Scores

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

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Indicator	Status	Change
State Assessment Results in reading and mathematics	69.1	5.1
State Assessment Results in science, social studies and writing	60.8	12.7
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	71.7	10.1
Postsecondary Readiness (high schools and districts only)	92.9	13.5
Graduation Rate (high schools and districts only)	95.7	-2.5

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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
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.	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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take 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 planned activities.

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1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): To reduce the percentage of Novice from 17% to 12% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 17% to 12% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Reading and Math.	All 9 th -11 th graders will continue to work with the ACT online program CERT which will provide assessments in Reading and Math. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required

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

Goal 2 (State your science, social studies, and writing goal.): To reduce the percentage of Novice from 34% to 25% in 11th grade Science scores. To reduce the percentage of Novice from 23% to 18% in 11th grade Social Studies scores. To improve the Combined Writing index score of all students in writing from 77.9% to 83% as defined by the On-Demand writing assessment in 2023-24.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 34% to 25% in 11 th grade Science scores. To reduce the percentage of Novice from 23% to 18% in 11 th grade Social Studies scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Science and Social Studies.	All 9 th -11 th graders will continue to work with the ACT online program CERT which will provide assessments in Science. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
Objective 2: To improve the Combined Writing index score of all students in writing from 77.9% to 83% as defined by the On-Demand	Teachers will continue with laser focused specific efforts in order to improve the writing scores from the	Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments,	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required

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Goal 2 (State your science, social studies, and writing goal.): To reduce the percentage of Novice from 34% to 25% in 11th grade Science scores. To reduce the percentage of Novice from 23% to 18% in 11th grade Social Studies scores. To improve the Combined Writing index score of all students in writing from 77.9% to 83% as defined by the On-Demand writing assessment in 2023-24.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
writing assessment in 2023-24.	On-Demand writing assessment.	identify struggling students, and plan for future instruction.			
		Teachers will continue to implement the MCSHS writing plan that provides for writing prompts across the core content areas with specific types of writing (argumentative, on-demand, etc.).	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required

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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 (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice in the gap group of "Economically Disadvantaged" on the Kentucky Summative Assessment Math section from 34% to 30% in 2023-24.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Math.	All 9 th -11 th graders will continue to work with the ACT online program CERT which will provide assessments in Math. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required

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4: English Learner Progress

Goal 4 (State your English Learner goal.): To continue to reduce the percentage of Novice in all content areas for all English Language Learners. We currently do not have the number of ELL students to meet the threshold to receive a score via the Kentucky Accountability System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To continue to reduce the percentage of Novice in all content areas for all English Language Learners. We currently do not have the number of ELL students to meet the threshold to receive a score via the Kentucky Accountability System	Teachers will continue with laser focused specific efforts in order to reduce Novice scores in all content areas.	Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required

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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To improve the quality of school climate and safety goal from 71.7 to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve the quality of school climate and safety goal from 71.7 to 75.	Teachers and Administration will continue to ensure that school safety is the number one priority for our school.	Administration and teachers will practice school safety drills monthly and will continue to look for areas to improve any area that is lacking.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Administration and teachers will have open dialogue with students regarding any issue that they feel does not make them feel safe while at school.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
	Teachers and Administration will continue to promote school climate and make MCSHS a place for the students, staff, and community to be proud of in the education process of our students.	Administration and teachers will have open dialogue with students regarding any issue that they feel does not promote a positive school climate.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Administration will meet with the school leadership team to come up with ways to improve school culture.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	None required
		Administration will use social media to promote school events, accomplishments, and other positive happenings at MCSHS.	8/9/2023-5/16/2024	Principal, assistant principals	None required

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6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): To improve the Postsecondary Readiness (academic and career) score from 95.7 to 99.0 by 2023-24.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve the Postsecondary Readiness (academic and career) score from 95.7 to 99.0 by 2023-24.	Students will be monitored on progress of their chosen career pathway.	Course offerings will be aligned with CTE curriculum, End of Program assessment requirements and industry certification standards. School counselors will monitor selected courses taken by students during the scheduling process to ensure pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, school counselors	None required
		Freshman, Sophomores, and Juniors will continue to work with the online program CERT and take practice assessments to help them prepare for ACT assessments. Teachers will disaggregate data to continue to guide instructional practices. Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within daily instruction.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, instructional coaches	GEAR UP provided
	Students will receive guidance regarding future choices of college, work force, or military options.	Juniors will take the ACT in the fall, paid for by the board of education. Juniors will set goals for their March ACT based on CERT and previous ACT results. Staff will analyze data to address achievement gaps within content areas.	8/9/2023-5/16/2024	Principal, assistant principals, teachers	\$7,000

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Goal 6 (State your postsecondary goal.): To improve the Postsecondary Readiness (academic and career) score from 95.7 to 99.0 by 2023-24.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will have opportunities to take college visits to campuses to expose them to trade technical, small/private/community college, and large 4-year colleges.	8/9/2023-5/16/2024	Principal, assistant principals, teachers, school counselors	\$3,500

Updated June 2023

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): To improve the graduation rate goal from 95.7% to 99.0% by 2023-24.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve the graduation rate goal from 95.7% to 99.0% by 2023-24.	Targeted interventions for at-risk students in an effort to monitor attendance, grades, and progress towards graduation.	Identify at-risk students and meet with those students on a regular basis to monitor progress towards graduation.	8/9/2023-5/16/2024	Principal, assistant principals, school counselors, drop-out prevention coordinator, DPP	None required
	Career pathway choice and guidance/monitoring with students to ensure completion of pathways.	Students will be educated on each pathway. They will receive information during the scheduling process as to which courses fulfill each pathway. Students will be monitored on progress toward completion of the pathway.	8/9/2023-5/16/2024	Principal, assistant principals, school counselors, drop-out prevention coordinator, DPP	None required

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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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).

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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 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.

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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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Updated June 2023

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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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
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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