

# 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 **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.

**Madison Central needs to continue to work on increasing:**

1. Combined Math and Reading score for the whole school – while it significantly increased now we must maintain and /or grow
2. Combined Math and Reading scores for students with disabilities – this area decreased last year -4.5 and is a major area for focus
3. Post Secondary Readiness – while it increased now we must maintain and /or grow

**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: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

### Indicator Scores

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

Indicator	Status		Change	
State Assessment Results in reading and mathematics	72.0	High	Sig Increase	13.4
State Assessment Results in science, social studies and writing	59.4	High	Increase	5.3
English Learner Progress	17	Low	No Data	
Quality of School Climate and Safety	61.9	Medium	Maintain	3.5

Postsecondary Readiness (high schools and districts only)	94.9	High	Increase	8.0
Graduation Rate (high schools and districts only)	92.8	Medium	Increase	0.5

**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
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<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>
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## 1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.): By 2026, MCHS would like to increase the combined reading and math indicator score to 75.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

<p>Objective 1: By 2025, MCHS will increase their reading indicator score by 3 points to a 79.5</p>	<p><a href="#">KCWP 2: Design and Deliver Instruction</a> All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.</p>	<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Weekly PLC common assessment data both formative and summative  Common Lit Diagnostic (comprehension)  Reading Plus Data 11<sup>th</sup> and 12<sup>th</sup> grade fall and spring ACT data  Number of seniors college ready in Math and Reading</p>	<p>PD Money –high yield instructional strategies</p>
<p>Objective 2 By 2025, MCHS will increase their math indicator score by 3 points to a 70.4</p>	<p><a href="#">KCWP 6: Establishing Learning Culture and Environment</a> The environment in which students learn and the support they are offered to meet their individual needs is just as important as a solid curriculum, instruction, and systems of continuous improvement. Students need to know</p>	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Professional Growth Plans Evaluations (formal and informal)  PD calendar/schedules</p>	<p>\$0</p>
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>KSA-like and ACT-like assessments in Pear Assessment  Data monitoring in Educlimber, Infinite Campus  MTSS team monitoring of grades  Classroom progress reports  PLC data (formative and summative) and discussions  Curriculum Alignment and</p>	<p>\$0</p>

<p>they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</p>			Standards work District PLCs	
	<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Use Educlimber to look at data for discussions in PLCs</p> <p>Use Pear Assessment for KSA-like assessments</p>	<p>\$0</p>
	<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Departmental summative common assessment discussions in Collaborative Teams</p> <p>Number of teachers trained</p> <p>Schoolwide, departmental, PLC, and classroom data analysis and planning (PD days and regular PLC meetings)</p> <p>Classroom progress reports</p> <p>Curriculum Alignment and Standards work</p> <p>District PLCs</p>	<p>\$0</p>
	<p>Train teachers in Continuous Classroom Improvement.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Number of teachers trained</p> <p>Classroom progress reports</p>	<p>PD Money</p>

		Offer tutoring multiple days after school in both subject areas for all students.	Measured by the 2024-2025 School Report Card ESS Data	Monitoring of student tutoring time logs turned in for ESS	ESS Money
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Measured by the 2024-2025 School Report Card	Biyearly Review survey of Working Conditions Educlimber/MTSS and Tribe Check data	\$0
		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions Educlimber/MTSS data Green Dot program enrollment	\$0
		Ensure that classroom policies and procedures align with the school's Code of Conduct.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions TRIBE check data from weekly admin walkthroughs	\$0

		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions TRIBE check data from weekly admin walkthroughs Semester class meetings	\$0
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions Green Dot Training MTSS/SEL Data and Programs	\$0
		Train teachers on using Pear Assessment software for test generating KSA test-like questions.	Measured by the 2024-2025 School Report Card	Number of teachers trained Classroom progress reports	PD money Money for software

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, MCHS would like to increase the combined science, social studies, and writing indicator score to 63.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2025, MCHS will increase their science indicator score by 3 points to a 41.0</p> <p>Objective 2</p> <p>By 2025, MCHS will increase their social studies indicator score by 3 points to a 71.1</p> <p>Objective 3</p> <p>By 2025, MCHS will increase their writing indicator score by 3 points to a 75.1</p>	<p><a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p>All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.</p>	<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Weekly PLC common curriculum maps and assessment data both formative and summative</p> <p>Science, English, and Social Studies assessments aligned to KSA blueprints</p> <p>11<sup>th</sup> and 12<sup>th</sup> grade fall/spring ACT data</p> <p>Track number of seniors college ready in English and Science</p> <p>Offer tutoring for all three subjects</p> <p>Use Pear Assessment to create KSA-like assessments</p>	<p>PD Money –high yield instructional strategies</p>

		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measured by the 2024-2025 School Report Card	Number of teachers trained in high-yield instructional strategies (e.g., Kagan)	PD Money –high yield instructional strategies
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Measured by the 2024-2025 School Report Card	<p>KSA-like and ACT-like assessments in Pear Assessment</p> <p>Data monitoring in Educlimber, Infinite Campus</p> <p>MTSS team monitoring of grades</p> <p>Classroom progress reports</p> <p>PLC data (formative and summative) and discussions</p> <p>Curriculum Alignment and Standards work</p> <p>District PLCs</p>	Funding for additional resources and diagnostic programs as determined throughout the academic year
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional .	Measured by the 2024-2025 School Report Card	<p>PLC team meetings</p> <p>KSA-like and ACT-like assessments in Pear Assessment</p>	\$0

		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Measured by the 2024-2025 School Report Card	Number of teachers trained Schoolwide, departmental, PLC, and classroom data analysis and planning (PD days and regular PLC meetings)  Classroom progress reports  Curriculum Alignment and Standards work  District PLCs	\$0
		Train teachers in Continuous Classroom Improvement.	Measured by the 2024-2025 School Report Card	Number of teachers trained	PD Money –high yield instructional strategies
		Offer tutoring 4/5 days after school in both subject areas for all students.	Measured by the 2024-2025 School Report Card	Monitoring of student tutoring time logs turned in for ESS	ESS Money
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions  Educlimber/MTSS and Tribe Check data  Tribe Checks	\$0

		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	Measured by the Working Conditions Goal on School Report Card/TELL Data and  MTSS Data	Biyearly Review survey of Working Conditions  Educlimber/MTSS data  Green Dot program enrollment	\$0
		Ensure that classroom policies and procedures align with the school's Code of Conduct.	Measured by the Working Conditions Goal on School Report Card/TELL Data and  MTSS Data	Biyearly Review survey of Working Conditions  TRIBE check data from weekly admin walkthroughs	\$0
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Measured by the Working Conditions Goal on School Report Card/TELL Data and  MTSS Data	Biyearly Review survey of Working Conditions  TRIBE check data from weekly admin walkthroughs  Semesterly and/or Quarterly class meetings	\$0

		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Measured by the Working Conditions Goal on School Report Card/TELL Data and  MTSS Data	Biyearly Review survey of Working Conditions  Green Dot Training  MTSS/SEL Data and Programs	\$0
		Train teachers on using Pear Assessment software for test generating KSA test-like questions.	Measured by the 2024-2025 School Report Card	Number of teachers trained  Classroom progress reports	PD Money  Money for software

### 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
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<p>Objective 1: By 2025, MCHS will increase the students with disabilities population reading indicator score by 9 points to a 38.5</p> <p>Objective 2 By 2025, MCHS will increase the students with disabilities math indicator score by 6 points to a 36.2</p> <p>Objective 3 By 2025, MCHS will increase the students with disabilities combined SCSSWTR indicator score by 3 points to a 32.5</p>	<p><a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p>All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.</p>	<p>We will train and implement Jim Shipley's Continuous Classroom Improvement strategies into our classroom.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Number of teachers trained Classroom progress reports Tribe Checks</p>	<p>PD Money –high yield instructional strategies</p>
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Number of teachers trained Classroom progress reports MTSS team monitoring of grades PLC data and discussions Teacher growth plans Curriculum Alignment and Standards work District PLCs Admin team review of data</p>	<p>PD Money –high yield instructional strategies</p>
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>KSA-like and ACT-like assessments in Pear Assessment Data monitoring in Educlimber, Infinite Campus MTSS team monitoring of grades Classroom progress reports PLC data (formative and summative) and discussions</p>	<p>\$0</p>

				Curriculum Alignment and Standards work District PLCs	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Measured by the 2024-2025 School Report Card	Number of teachers trained Use Educlimber to look at data for discussions in PLCs Use Pear Assessment for KSA-like assessments  Classroom progress reports  PLC data (formative and summative) and discussions  Curriculum Alignment and Standards work  District PLCs	\$0
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Measured by the 2024-2025 School Report Card	Schoolwide, departmental, PLC, and classroom data analysis and planning (PD days and regular PLC meetings)  Classroom progress reports  Curriculum Alignment and Standards work  District PLCs	\$0
		Tutoring in all core subject areas	Measured by the 2024-2025 School Report Card	Monitoring of student tutoring time logs turned in for ESS	ESS Money

		Train teachers on using Pear Assessment software for test generating KSA test-like questions.	Measured by the 2024-2025 School Report Card	Number of teachers trained Classroom progress reports	PD Money Money for software
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## 4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, MCHS would like to increase the English Learner progress indicator score to 35.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2024-25 school year, 100% of EL students will increase their composite score on the ACCESS assessment by .05 levels.	KCWP 5: Design, Align and Deliver Support  The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.	Students will be provided with 20 minutes of Imagine learning four times per week in the courses ESL1 and ESL2.	Imagine Learning reports, Access report  Measured by the 2024-2025 School Report Card	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
Objective 2: By 2025, MCHS will increase the English Learner population indicator score by 10 points to a 27.0		Students who are more advanced in their English will be provided mentoring time with our EL teacher everyday to work on skills and provide support with school work	Ellevation reports, Access reports,  Measured by the 2024-2025 School Report Card	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher

		Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation	Ellevation reports, Access reports,  Measured by the 2024-2025 School Report Card	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals.	Ellevation reports, Access reports,  Measured by the 2024-2025 School Report Card	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
		Train teachers on using Pear Assessment software for test generating KSA test-like questions.	Measured by the 2024-2025 School Report Card	Number of EL teachers trained  Classroom progress reports	PD Money  Money for software

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, MCHS would like to increase the quality of school climate indicator score to 70.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

<p>Objective 1</p> <p>By 2025, MCHS will increase their quality of school climate survey results by 3 points to a 64.9</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>The school will put a support system in place to reduce behavioral infractions in the area of bullying and harassment.</p>	<p>Implement eOS software to track students with hallpasses, employability skills, and set behavior goals</p>	<p>Measured by the 2024-2025 School Report Card &amp; Climate and Safety Survey</p>	<p>All teachers will use the eOs system</p> <p>Possibly looking to adopt IC Campus workflow system</p>	<p>\$3000 for system</p>
		<p>Implement a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.</p>	<p>Measured by the 2024-2025 School Report Card &amp; Climate and Safety Survey</p>	<p>MTSS team will monitor data and meet to discuss implementation success</p>	<p>\$0</p>
		<p>Establish Green Dot Program</p>	<p>Measured by the 2024-2025 School Report Card &amp; Climate and Safety Survey</p>	<p>School social worker and safety &amp; discipline team will monitor data and meet to discuss implementation success</p>	<p>\$0</p>
		<p>MTSS (tracking behavior trends, intervention tiers, skipping reduction system, truancy diversion program)</p>	<p>Measured by the 2024-2025 School Report Card &amp; Climate and Safety Survey</p>	<p>MTSS team will monitor data and meet to discuss implementation success</p>	<p>\$0</p>

## 6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By 2026, MCHS would like to increase the post secondary readiness cut score to 98.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2025, MCHS will increase their postsecondary readiness results by 3 points to a 97.9</p>	<p>KCWP 4: Review analyze apply data results</p> <p>The school will establish a system for examining, interpreting, and tracking all of the data that is available to make students college and career ready.</p>	<p>Create detailed monitoring system to track students achievement on ACT, dual credit &amp; career pathway readiness</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Principals, counselors, case managers, classroom teachers will have access to the data tracking sheet and work to increase CCR readiness</p>	<p>\$0</p>
		<p>Ensure students are placed in the correct pathways/next course by having progress meetings with students each year.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Counselors or case managers will meet 1-1 with students</p>	<p>\$0</p>
		<p>Provide co-teaching support in dual credit classes outside of the core classes to ensure students with IEPs have their needs met.</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Add co-teaching classes in elective areas to master schedule</p>	<p>Funding for teachers if needed</p>
		<p>Increase the number of dual credit courses we offer at MCHS</p>	<p>Measured by the 2024-2025 School Report Card</p>	<p>Do we have eligible teachers to teach the dual credit courses? Can universities provide instructors?</p>	<p>\$0</p>

		Individual meetings for students that are not postsecondary ready	Measured by the 2024-2025 School Report Card	Monitoring data tracking sheet for CCR	\$0
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## 7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By 2026, MCHS would like to increase the graduation rate indicator score to 98.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2025, MCHS will increase their graduation status indicator score results by 3 points to a 95.3	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>  The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one	Truancy Diversion court	Attendance Data	Use educlimber to track groups/sub groups of students monthly	\$0
		MTSS (tracking behavior trends, intervention tiers, skipping reduction system, truancy diversion program)	Graduation Rate Data Measured by the 2024-2025 School Report Card	MTSS team will monitor data and meet to discuss implementation success	\$0
		Tracking/following up with students W24 and beginning of the year no shows.	Students return to school and graduate	Counselors and IEP caseload managers will call students & parents	\$0

	that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	Alternative Programs (summer school, focus and finish, credit recovery, night school)	Graduation Rate Data Measured by the 2024-2025 School Report Card	Counselors and teachers monitor students credit earning and placements	Credit Recovery Teacher  ESS Money for night school and summer school
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### 8: Other (Optional)

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


**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:

## 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.**

## 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.**

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>	<b>Uploaded in CIP</b>
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

		<input 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>
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**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.

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