Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
By May 1, 2026, MSHS will reduce the number of students with from the "Disability with IEP" category scoring Novice in Science, Social Studies, and Combined Writing by 1%.

Strategy:

- Ensure that academic standards in science are being taught using appropriate language.
- KSA type questions are used in bell work, classroom, and RTI.
- Ensure that academic standards in social studies are being taught using content-appropriate language.
- Academic Time (RTI) is utilized using KSA-style questioning and content remediation.
- Ensure that academic standards in writing are being taught using appropriate language.
- Focused work in classrooms regarding writing claim, supporting it with evidence from the text/graphics, and connecting them with reasoning.

Activities:

- Language is based on KSA released items for science and social studies and is commonly used in assessing student understanding.
- The format and style of formative and summative assessments are modeled after the KSA exam.
- Language based on word choice usage is based on KSA released items.
- Teachers utilize KSA-style activities so students interact with exam-style questions throughout the year.
- Teachers scaffold learning for claim, evidence, and reasoning throughout the year enabling all students to improve these skills.

Progress Monitoring:
Administration and teachers will share and analyze classroom data from formative and summative assessments throughout the year to make changes as directed by the current data.

Funding:
District and School

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By May 2028, Madison Southern High School will increase the percentage of students scoring at, or above, proficiency as measured on the KSA in reading to 73% and math to 65%.

Objective(s):

- By May 2026, MSHS will increase the percentage of students scoring at, or above, proficiency in reading from 70% to 71%.
- By May 2026, MSHS will increase the percentage of students scoring at, or above, proficiency in math from 63% to 65%.

Strategy:

- Learning targets are clear and addressed to students.
- Teaching is adjusted based on student responses to questioning.
- Teacher monitors students learning before, during, and after instruction (formative and summative). High-yield instructional strategies are consistently used in the classroom.
- KSA, SAT, and ACT data will be utilized to drive instruction and classroom procedures.
- Math and Reading targeted RTI

Activities:

- Teachers will construct, refer to, and ensure teaching is aligned to the learning target posted.
- Blooms' questioning levels will be utilized to determine level of understanding in the classroom.
- Ensure formative and summative assessment measures are within the lesson planning practices for before, during, and after instruction.
- Use common planning data meetings to ask data questions (i.e. What can we learn from this data to drive our instruction?).
- Students will be pulled for small-group, Tier 2 RTI who fail to meet expectations by content teachers in math and/or reading.

Progress Monitoring:

- Daily learning targets will be monitored by teachers and administrators
- Formative assessment data will be monitored by teachers
- Common planning data, New Teacher Cadre, and lesson planning will be monitored by mentor teachers and administrators.
- On-level benchmark assessment results and STAAR assessment results will be monitored by Tier 2 teachers.

Funding:
School and District

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
By May 2028, Madison Southern High School will decrease the number of students scoring in the Novice range by 5% for all students. Current data = Science 26%, Social Studies 20%, Combined Writing 9%.

Objective(s):
By May 2026, Madison Southern High School will increase Science/Social Studies/Combined Writing index score from 73.2 to 75.0.

Strategy:

- Ensure academic standards are aligned to clear and concise learning targets.
- Systems are in place to readjust the curriculum to meet student needs based on assessment (formative and summative) results.
- Review, analyze, and apply classroom data. (i.e. What systems are in place to ensure mastery is achieved? How will teachers use that data to improve student performance and provide interventions for those that do not achieve mastery?)
- Review state academic standards in writing and ensure that writing assignments are aligned to the standards. (i.e. What systems are in place to ensure mastery is achieved in writing?)

Activities:

- Teachers will ensure assignments and activities reflect learning targets.
- Common assessments formulated in KSA-style format and given throughout the school year.
- Teachers will use released test items and test prep resources to identify areas of need and areas of strength.
- Teachers will adjust curriculum based on student needs.

- Students will utilize sample responses from released items to determine their own writing levels and needs. (i.e. self-assessment/self-reflection)
- Students will write according to a rubric and grade their own work based on a rubric that's worded and aligned with state test standards**.**

Progress Monitoring:

- Teaching activities aligned to learning targets will be monitored by teachers and administrators.
- Assessment data analyzed and changes made will be monitored by teachers and administrators.
- Proficiency in writing will be monitored by students, teachers, and administrators.

Funding:

District and School

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.