Updated June 2023

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 in addressing those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

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

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed 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. Decrease the percentage of all students scoring N in Reading and Math
2. Decrease the percentage of students scoring N in Reading and Math in the African American and SPED Sub-groups.

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. Weekly overview monitoring
2. Administrative walkthroughs with debriefs during admin meetings
3. Weekly PLCs monitored by the administration and the CIA

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	54.1	-7.3 Decline
State Assessment Results in science, social studies and writing	41.9	-4.1 Decline
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	58.3	-0.8 Maintain
Postsecondary Readiness (high schools and districts only)	92.9	22.3 Significant Increase
Graduation Rate (high schools and districts only)	95.8	-0.2 Maintain

1: State Assessment Results in Reading and Mathematics

Goal 1a: Increase the percentage of all students scoring Proficient or Distinguished in Reading based on KSA Assessment at Franklin-Simpson High School from 42% to 72% by 2030.

Goal 1b: Increase the percentage of all students scoring Proficient or Distinguished in Math based on KSA Assessment at Franklin-Simpson High School from 34% to 64% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of all students scoring Proficient or Distinguished in Reading based on KSA Assessment at Franklin-Simpson High School from 42% to 46% by 2024. Objective 2: Increase the percentage of all students scoring Proficient or Distinguished in Math based on KSA Assessment at Franklin-Simpson High School from 34% to 38% by 2024.	KCWP 2: Design and Deliver Instruction Strategy: Instructional Strategies and Engagement	Within PLCs, teachers will utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Regularly check-in during PLCs Monitor PLC Google Documents submitted by teachers Check and review overviews	$0
		Teachers will identify areas from the Engagement Cube as designed by John Antonetti to develop lessons with maximum student engagement to push students to take ownership of their work.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs		$0
		Effectively implement SAVVAS, Delta Math, and teacher-developed RTI within classes and academic time to aid students in developing skills needed and reassess students to check for understanding.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Open discussions with teachers during PLCs to identify what instructional strategies are working and what adjustments are needed.	$20,000
	KCWP 4: Review, Analyze, and Apply Data Strategy: Assessment	During Learning Community Days and PLCs, create a "Bubble List" of students on the cusp of meeting proficiency.	Attend and monitor PLCs	Regularly check in with teachers and help monitor "Bubble List."	$0
		Use classroom assessment data disaggregated in PLCs to inform teachers' instructional decisions.	Attend and monitor PLCs Weekly Overviews	Regularly check in with teachers Check and review weekly overviews	$0
		Within PLCs, ensure that formative assessments allow students to understand where they are going with their learning, where they currently are in the learning process, and how they can close the gaps in their learning.	Attend and monitor PLCs		$0

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

Goal 2a: Increase the percentage of all students scoring Proficient or Distinguished in Science based on the KSA Assessment at Franklin-Simpson High School from 7% to 37% by 2030.

Goal 2b: Increase the percentage of all students scoring Proficient or Distinguished in Social Studies based on the KSA Assessment at Franklin-Simpson High School from 34% to 64% by 2030.

Goal 2c: Increase the percentage of all students scoring Proficient or Distinguished in Combined Writing based on the KSA Assessment at Franklin-Simpson High School from 24% to 54% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of all students scoring Proficient or Distinguished in Science based on the KSA Assessment at Franklin-Simpson High School from 7% to 11% by 2024. Objective 2: Increase the percentage of all students scoring Proficient or Distinguished in Social Studies based on the KSA Assessment at Franklin-Simpson High School from 34% to 38% by 2024. Objective 3: Increase the percentage of all students scoring Proficient or Distinguished in Combined Writing based on the KSA Assessment at Franklin-Simpson High School from 24% to 28% by 2024.	KCWP 2: Design and Deliver Instruction Strategy: Instructional Strategies and Engagement	Teachers will utilize knowledge of best practices/high-yield instructional strategies to aid in curricular adjustments when students do not meet mastery within their Science, Social Studies, and ELA classes.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Regularly check in during PLCs and aid in reviewing curriculum and classroom strategies.	$0
		Teachers will identify areas from the Engagement Cube as designed by John Antonetti to develop lessons with maximum student engagement to push students to take ownership of their work.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs		$0
		Effectively implement SAVVAS, Delta Math, and teacher-developed RTI within classes and academic time to aid students in developing skills needed and reassess students to check for understanding.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Open discussions with teachers during PLCs to identify what instructional strategies are working and what adjustments are needed.	$20,000
	KCWP 4: Review, Analyze, and Apply Data Strategy: Assessment	During Learning Community Days and PLCs, create a “Bubble List” of students on the cusp of meeting proficiency.	Attend and monitor PLCs	Regularly check in with teachers and help monitor “Bubble List.”	$0
		Work in PLCs to design RTI-type interventions within the classroom to support students who are not meeting proficiency.			$0

Goal 2a: Increase the percentage of all students scoring Proficient or Distinguished in Science based on the KSA Assessment at Franklin-Simpson High School from 7% to 37% by 2030.

Goal 2b: Increase the percentage of all students scoring Proficient or Distinguished in Social Studies based on the KSA Assessment at Franklin-Simpson High School from 34% to 64% by 2030.

Goal 2c: Increase the percentage of all students scoring Proficient or Distinguished in Combined Writing based on the KSA Assessment at Franklin-Simpson High School from 24% to 54% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Within PLCs, ensure that formative assessments allow students to understand where they are going with their learning, where they currently are in the learning process, and how they can close the gaps in their learning.	Attend Monitor PLCs Check assessment data		$0

3: Achievement Gap

Goal 3a: Decrease the percentage point gap between all students and African American students in Reading from 26 to 16 by 2030.

Goal 3b: Decrease the percentage point gap between all students and African American students in Math from 18 to 8 by 2030.

Goal 3c: Decrease the number of students with disabilities scoring novice in Reading and Math by 20% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage point gap between all students and African American students in Reading from 26 to 24 by 2024. Objective 2: Decrease the percentage point gap between all students and African American students in Reading from 18 to 16 by 2024. Objective 3: Decrease the number of students with disabilities scoring novice in Reading and Math by 3% by 2024.	KCWP 2: Design and Deliver Instruction Strategy: Instructional Strategies and Engagement	Within PLCs, teachers will utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Regularly check-in during PLCs Monitor PLC Google Documents submitted by teachers Check and review overviews Student Success Team (SST)	$0
		Teachers will identify areas from the Engagement Cube as designed by John Antonetti to develop lessons with maximum student engagement to push students to take ownership of their work.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs		$0
		Effectively implement SAVVAS, Delta Math, and teacher-developed RTI within classes and academic time to aid students in developing skills needed and reassess students to check for understanding.	Attend and monitor PLCs Weekly Overviews Administrative Walkthroughs	Open discussions with teachers during PLCs to identify what instructional strategies are working and what adjustments are needed.	$20,000
	KCWP 4: Review, Analyze, and Apply Data Strategy: Assessment	Use Learning Community Days and PLCs, to create/monitor a "Bubble List" of students on the cusp of meeting proficiency.	Attend and monitor PLCs	Regularly check in with teachers and help monitor "Bubble List." Student Success Team (SST)	$0
		Use classroom assessment data disaggregated in PLCs to inform teachers' instructional decisions.	Attend and monitor PLCs Weekly Overviews	Regularly check in with teachers Check and review weekly overviews Student Success Team (SST)	$0
		Within PLCs, ensure that formative assessments allow students to understand where they are going with their learning, where they currently are in the learning process, and how they can close the gaps in their learning.	Attend and monitor PLCs	Student Success Team (SST)	$0

4: English Learner Progress

Goal 4: Decrease the percentage point of EL Students score Novice on KSA Assessments at Franklin-Simpson High School by 25 percentage points by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage point of EL Students score Novice on KSA Assessments at Franklin-Simpson High School by 5 percentage points by 2024.	KCWP 2: Design and Deliver Instruction Strategy: Instructional Strategies and Engagement	Teachers will work with Mrs. Adams to ensure they have the proper support in place in the classroom for ELL students to be successful.	Regular check-ins with students and Mrs. Adams	Mrs. Adams will check in and work with teachers who have ELL students each trimester.	$0
		Teachers will utilize Google Translate and other iPhone/Android apps to ensure ELL students have access to their native language when reading and working through classroom assignments.	Administrative Walkthroughs Check-ins with Mrs. Adams		$0
		ELL students will be given modified assignments in the classroom; however, assignments will still be tailored to the standards and each student will be pushed to reach mastery.	Administrative Walkthroughs Check-ins with Mrs. Adams	Classroom teachers will identify each ELL student's layer of success for each standard.	$0
	KCWP 4: Review, Analyze, and Apply Data Strategy: Assessment	Teachers will work with Mrs. Adams to ensure they have the proper support in place in the classroom for ELL students to be successful.	Regular check-ins with students and Mrs. Adams	Mrs. Adams will check in and work with teachers who have ELL students each trimester.	$0
		Teachers will ensure proper accommodations for tests and quizzes are set for ELL students and will work with Mrs. Adams to administer each assessment.	Check-ins with Mrs. Adams PLC monitoring	Regular check-ins by administration during PLCs.	$0
		Administration will work with teachers to make sure they have the proper training and resources to effectively assess ELL students	Walkthroughs PLC monitoring	Regular check-ins by administration during PLCs.	$0

5: Quality of School Climate and Safety

Goal 5a: Increase the percentage points of students answering Agree/Strongly Agree on the question, "Students from this school respect each others' differences" on the QSCS at Franklin-Simpson High School from 37% to 67% by 2030.

Goal 5b: Increase the percentage points of students answering Agree/Strongly Agree on the question, "Internet bullying is NOT a problem for students from my school" on the QSCS at Franklin-Simpson High School from 38% to 68% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage points of students answering Agree/Strongly Agree on the question, "Students from this school respect each others' differences" on the QSCS at Franklin-Simpson High School from 37% to 41% by 2024. Objective 2: Increase the percentage points of students answering Agree/Strongly Agree on the question, "Internet bullying is NOT a problem for students from my school" on the QSCS at Franklin-Simpson High School from 38% to 42% by 2024.	KCWP 6: Establish Learning Culture and Environment Strategy: School Programs and Initiatives	Promote activities through events like Kindness/Smile Week and Jostens Renaissance Harbor Series that promote kindness and understanding among all students. Post anonymous QR codes for students to scan to report bullying or suspicious activity.	Increase the percentage points of students answering Agree/Strongly Agree on the question, "Students from this school respect each others' differences" and "Internet bullying is NOT a problem for students from my school" on the QSCS.	Internal Surveys Conversations with students Monitor QR code (Anonymous Reporting) responses	$100

Goal 5a: Increase the percentage points of students answering Agree/Strongly Agree on the question, “Students from this school respect each others’ differences” on the QSCS at Franklin-Simpson High School from 37% to 67% by 2030.

Goal 5b: Increase the percentage points of students answering Agree/Strongly Agree on the question, “Internet bullying is NOT a problem for students from my school” on the QSCS at Franklin-Simpson High School from 38% to 68% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Offer Opportunities through our Diversity club and other organizations that promote understanding and inclusion.	Increase the percentage points of students answering Agree/Strongly Agree on the question, “Students from this school respect each others’ differences” and “Internet bullying is NOT a problem for students from my school” on the QSCS.	Internal Surveys Conversations with students	$0
	KCWP 6: Establish Learning Culture and Environment Strategy: Groups/Organizational Supports	Use the Youth Service Center to develop learning opportunities for students and staff on respect, empathy, and bullying.	Program review from students and staff	Internal Survey Conversations with students and staff	$200

Goal 5a: Increase the percentage points of students answering Agree/Strongly Agree on the question, “Students from this school respect each others’ differences” on the QSCS at Franklin-Simpson High School from 37% to 67% by 2030.

Goal 5b: Increase the percentage points of students answering Agree/Strongly Agree on the question, “Internet bullying is NOT a problem for students from my school” on the QSCS at Franklin-Simpson High School from 38% to 68% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continue to offer opportunities through our clubs and student organizations to promote understanding and inclusion.	Increase the percentage points of students answering Agree/Strongly Agree on the question, “Students from this school respect each others’ differences” and “Internet bullying is NOT a problem for students from my school” on the QSCS.	Internal Survey Conversations with students	$0

6: Postsecondary Readiness (High School Only)

Goal 6: Increase the percentage of students graduating from Postsecondary Ready from 92.9 to 98 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students graduating Postsecondary Ready from 92.9 to 93.4 by 2024.	KCWP 2: Design and Deliver Instruction Strategy: Instructional Strategies and Engagement	Identify curricular modification needs using pre-assessment strategies and data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	PLCs Weekly Overviews Walkthroughs	Attend/monitor PLCs Check and review overviews Student Success Team (SST)	$0
		Incorporate professional knowledge of best practice and high-yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement forward.	Weekly Overviews Walkthroughs	Check and review overviews Administrative discussions on walkthrough data	$0
	KCWP 4: Review, Analyze, and Apply Data Strategy: Assessment	Create a postsecondary readiness spreadsheet to track students in academic and career readiness benchmarks for high school and west campus.	Postsecondary readiness spreadsheet TEDS	Monitor the Postsecondary readiness spreadsheet Check in with TEDS organizer in the building Student Success Team (SST)	$0
		Utilize Academic Time for student college and/or career intervention to aid students in meeting college benchmarks or passing certification exams.	Postsecondary readiness spreadsheet Individual teacher data MasteryPrep	Monitor the Postsecondary readiness spreadsheet Discussions with teachers on their data tracking student attempts, success, and interventions Monitor MasteryPrep data on student progress within the study hall program.	$7000

7: Graduation Rate (High School Only)

Goal 7: Increase the 4-year cohort graduation rate from 96.2 to 98 by 2030.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the 4-year cohort graduation rate from 96.2 to 96.5 by 2024.	KCWP 4: Review, Analyze, and Apply Data Strategy: Data collection and monitoring of graduation requirements	Create a spreadsheet tracking students performing below proficiency or possibly unable to complete graduation requirements	Graduation spreadsheet	Monitor the graduation spreadsheet	$0
		Develop plans for students to take Edgenuity classes for credit recovery or transfer to West Campus (alternative school) to work towards meeting graduation requirements there.	Edgenuity data Graduation spreadsheet for WC	Monitor Edgenuity Classes and Graduation spreadsheet for WC	$10,000
		Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and walkthroughs to ensure high levels of teacher effectiveness and student achievement.	PLCs Weekly Overviews Walkthroughs Assessment Data	Attend and monitor PLCs Monitor and evaluate the validity of assessments, standards, and learning targets	$0