

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*, *Baldrige*, 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):

1. By, 2026, African American students scoring proficient/ distinguished in Reading will increase from 44% to 52%
2. By 2026, African American students scoring proficient/distinguished in Math will increase from 31%-41%

Strategy:

1. KCWP2: Design and Deliver Instruction
KCWP1: Design and Deploy Standards
2. KCWP5: Design, align, and Deliver support
KCWP 2: Design and Deliver Instruction

Activities:

1. **Activity: Intervention** – Embedded reading and/or math intervention program to provide support for struggling students and allow for more individualized instruction. Additional resources and supplies may be needed for intervention.

Activity: Assessment Analysis–When KSA scores are released, PLC meetings with all administrators will take place to reflect on scores to revise practices.

2. **Activity: Extended School Services** – After-school program, offered twice per week, designed to help students maintain educational growth.

Activity: Focus 40 Sessions – Forty minutes of extra help every Tuesday and Thursday to all students needing extra help.

Progress Monitoring:

1. English & Math departments/ Administrators & District Support
2. ESS coordinators & teachers/ All Teachers

Funding:

1. Title I
District Funded Pear Assessment
2. ESS Federal Program

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:

Between 2025 to 2028, students scoring proficient/distinguished in Reading will increase from 55% to 67% and in Math from 42% to 55%.

Objective(s):

1. By 2026, students scoring proficient/distinguished in Reading will increase from 58% to 61%
2. By 2026, students scoring proficient/distinguished in Math will increase from 51% to 53%..

Strategy:

1. KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze, and Apply Data
2. KCWP 2: Design and Deliver Instruction

Activities:

1. **Activity: Reading--** Teachers will utilize the CERT program to do targeted quizzes and activities in areas where students are deficient.

Activity: Reading-- Teachers will utilize the Pear Assessment program to do targeted quizzes and analyze assessment data.

Activity: Reading Targeted Groups—English teachers will use CERT scores to provide specialized Focus 40 sessions.

2. **Activity: Math Concepts Implementation** – Math teachers will work in PLCs with strategic planning in the implementation of basic mathematical computations related to their content. Additional training for teachers, technology, and programs may be needed throughout the year.

Activity: Common Assessments – All math teachers will implement common assessments designed to monitor student growth. The Pear Assessment program will be used to create and monitor assessments and student data.

Progress Monitoring:

1. CERT scores and usage reports. Pear Assessment data
2. CERT Scores, PLC Minutes, Pear Assessment data.

Funding:

1. CERT paid for by the district. Pear Assessment purchased by the district, Title I
2. CERT paid for by the district. Pear Assessment purchased by the district, Title I

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	Choose an item.
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes.

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:

Between 2025-2028, students scoring proficient/distinguished in Science will increase from 6% to 20%, Social Studies will increase from 47% to 60%, and Combined Writing will increase from 53% to 65%.

Objective(s):

1. By 2026, students scoring proficient/distinguished in Science will increase from 29% to 32%
2. By 2026, students scoring proficient/ distinguished in Social Studies will increase from 48% to 52%.
3. By 2026, students scoring proficient/distinguished in Combined Writing will increase from 57% to 60%.

Strategy:

1. KCWP 4: Review, Analyze, and apply data
2. KCWP: Design and Deliver Instruction
3. Design and Deliver Instruction.

Activities:

1. **Activity:** Teachers will utilize the Pear Assessment program to do targeted quizzes with short reading passages and open response questions and analyze assessment data.

Activity: Project Based Learning--Teachers implement Project Based Learning. Additional resources and supplies may be needed for projects.

2. **Activity: Common Assessment** --Teachers will work together to create and give assessments that are aligned with KSA.

Activity: Project Based Learning--Teachers will be trained in and implement Project Based Learning.

Additional resources and supplies may be needed for projects.

3. **Activity: School-Wide Writing Initiative** – All teachers will submit one (1) student writing piece per trimester that has come from a common lesson plan developed by the English department.

Activity: PEEL Method - Teachers will be retrained in the PEEL Method and students will focus on argumentative writing. Each classroom will have a PEEL poster to reference.

Activity: No Red Ink- All English classes will use No Red Ink weekly to reinforce Grammar Usage and Mechanics skills.

Progress Monitoring:

1. Science Department
2. Social Studies Department; other departments may collaborate with the social studies department; PBL support Staff, New Tech Network Coach.
3. English Department, all teachers

Funding:

1. Pear Assessment district funded
2. Pear Assessment District Funded; New Tech Network (District Funded); Title I
3. District Funded No Red Ink, Title I

Priority Indicator #2: Quality of School Climate and Culture

Three- to Five-Year Goal:

By 2026, our Quality of School Climate and Safety Indicator score (QSCS) will go from 67.0/High to 68.0/Very High.

Objective(s):

1. By 2026, our Climate index will go from 73 to 75.
2. By 2026, our Safety index will go from 68.6 to 70.

Strategy:

1. KCWP 6: Establish Learning Culture and Environment.
2. KCWP 6: Establish Learning Culture and Environment.

Activities:

1. **Activity: Mission Statement** – All of our students know our school environment is one of inclusiveness because our slogan is “Family. Respect. Success.”

Activity: Parent Nights – We host opportunities for our students’ families to attend and be a part of the success of our school.

2. **Activity: Visibility**– Our partnership with the Radcliff Police Department means that we have a police officer on site at all times. The officers, administrators, and staff members make themselves visible during the school day.

Progress Monitoring:

1. All Staff Members
2. School Resource Officers, administrators, and staff members. Click or tap here to enter text.

Funding:

1. Title I
2. District

Priority Indicator #3: Postsecondary Readiness

Three- to Five-Year Goal:

By 2028, the Transition Readiness rate indicator will increase to 97.

Objective(s):

By 2026, the Transition rate indicator will increase from 100.1 to 103.

Strategy:

KCWP: Design, Align, and Deliver Support

KCWP 4: Review, Analyze, and Apply Data

Activities:

Activity: Transition Facilitator –Transition Facilitator will meet with all seniors to guide/discuss plans for the future.

Activity: Advanced classes to accelerate toward college-preparedness – Dual Credit, Advanced Placement, EC3 Career Pathways, Industry Certifications

Activity: Career Major Completion – CTE teachers, Transition Facilitator, and counselors will strategically schedule students to ensure completion of career majors.

Activity: EOP Test Preparation- CTE students taking the EOP test will participate in Focus 40 sessions to prepare them for the EOP exam.

Activity: ICEV Test – Offer the industry certification test to those students who do not pass the EOP as another opportunity to become career ready.

Activity: KYOTE Test - Utilize the math teacher to work with seniors who need to KYOTE test to reach benchmark.

Progress Monitoring:

Transition Facilitator, counselors, administrators, CTE teachers, math teacher

Funding:

Transition Facilitator (District funded), EOP test materials from Pear Assessment (district funded)

Priority Indicator #4: Graduation Rate

Three- to Five-Year Goal:

By 2028, the average 4 year cohort and 5 year Graduation Rate indicator will maintain the current rate of 98.1

Objective(s):

By 2026, the average 4 year cohort and 5 year cohort graduation rate will maintain at 98.1%.

Strategy:

KCWP 5: Design, Align, and Deliver Support.

Activities:

Activity: APEX Credit Recovery –Students who are deficient in credits required for graduation can utilize APEX to recover credits.

Activity: FRYSC Assistance – The FRYSC will provide assistance to students by removing the non-academic barriers that impede academic success.

Activity: Focus 40 – Special Education teachers will meet with their students on their caseload twice each week to monitor academic performance and ensure they are on track for graduation.

Activity - Summer School - Offer credit recovery through summer school for students unable to meet graduation requirements during the traditional school year

Progress Monitoring:

Counselors, FRYSC personnel, Special Education Department, summer school personnel

Funding:

District funded counselors, FRYSC Budget Summer School funding