

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): By 2026, the percent of IEP students scoring proficient/distinguished in Reading will increase from 20% to 25%

Strategy: : Design & Deliver Instruction

Activities: Special Education teachers will focus on activities and strategies to help individually target the academic growth of students on their caseload

Co-Teaching PD Teams of regular ed. and collab teachers will share and implement training, Station Teaching, to strengthen their teamwork skills and to expand their knowledge of engaging instructional strategies.

Target Math Interventionist A math interventionist/tutor uses the school day to pull out students that are failing or are in danger of failing Algebra I, for very individualized one on one tutoring. This intervention is sustained until the student is able to meet academic expectations in the class

Progress Monitoring: Special ed PLC minutes, PD Plan, walkthrough data, Interventionist schedule, Special Ed Wednesday

Funding: District

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- 2028, students performing proficient/distinguished in Reading will increase from 54% to 64% and in Math from 55% to 65%.

Objective(s):- By 2026, students scoring proficient/distinguished in Reading will increase from 54% to 61%. By 2026, students scoring proficient/distinguished in Math will increase from 55% to 60%.

Strategy: Design and Deliver instruction

Activities: Resources

Instructional resources, activities and training that are necessary to increase proficiency are aligned to the curriculum, Common Core and/or National Standards will be funded (i.e. textbooks, technology, programs, chromebooks, etc.) 180 Day Approach, Common Lit, KSA-style practice using Pear Assessment
All core content area teachers create and analyze common formative assessments. PLC's will provide data driven instruction based on assessments. Training to sustain this process will be provided as needed. Leadership decisions are focused on student academic performance and are data-driven (assessment results, placement tests, KSA data, PLC minutes & Admin minutes) and collaborative.

Reading class: Sustain use of a reading specialist/teacher to instruct ninth and tenth grade students who need assistance in reading to include using the I-Ready testing. Continue to have Developmental Reading classes and utilize an additional reading coach assistant to help with intensive pull outs and reading progress assessments.

FLIP math class: Students not passing Algebra I, 2A, may be placed in a non-traditional, intervention focused FLIP classroom which allows for more individualized and differentiated remediation via the use of iPads and Chromebooks and recorded teacher instruction.

Math lab class: Students who need assistance in math will have Math Lab class to work on skills to help them in required math classes.

Administrative and Peer Walkthroughs

Teachers will receive a walkthrough weekly from administration with feedback, and bi-annually teachers will observe and in turn be observed by a peer.

Progress Monitoring: Common assessments, State assessments, Fall 2026 Assessment Results.

Funding: 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?
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State Assessment Results in science, social studies and writing
English Learner Progress
Quality of School Climate and Safety
Postsecondary Readiness (high schools and districts only)
Graduation Rate (high schools and districts only)

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 performing proficient/distinguished in Science will increase from 19% to 29% and in Social Studies from 39% to 59% and in Writing from 45% to 55%.

Objective(s): **1)** By 2026, students scoring proficient/distinguished in Science will be (data suppressed) to 23% **2)** By 2026, students scoring proficient/distinguished in Social Studies will increase from 39% to 49%. **3)** By 2026, students scoring proficient/distinguished in Writing will increase from 45% to 50%.

Strategy: Design and Deliver Instruction and KCWP

Activities: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers are administering common assessments aligned with NGSS standards and KSA to indicate standard changes and increased rigor. Teachers have been trained and will implement Project Based Learning. They will monitor the progress of the PBL projects annually. Teachers will work together to create and implement inquiry based assessments that are aligned with KSA.

Writing Models: Teachers will discuss and decide on a writing policy and program to be implemented and periodically reviewed and analyzed to make adjustments as needed to improve student writing.

No Red Ink: Embedded practice in instruction at all grade levels. All core English teachers will use No Red Ink to increase student performance in usage and mechanics.

Writing Instruction: The On-Demand writing process is taught in a scaffold approach in the 9th, 10th and 11th grade English classes.

Progress Monitoring: Curriculum Maps, PLC minutes, Common Assessments, Fall 2026 Assessment Results. Teachers will implement Project Based Learning/PBL projects designed

Funding: District

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal: By 2028 we will increase from 63.5.1/med to 66/high

Objective(s): By 2026, the Climate index score of 66.2 will increase to 69. By 2026, the Safety index score of 60.8 will increase to 65.

Strategy: Establish Learning Culture and Environment

Activities: The school actively monitors PBIS data and engages in PBIS activities with students, MTSS is followed for behavior interventions, YSC activities for character building and advisory.

The district provides an SRO that is available to our students at all times. The building has cameras in both the interior and exterior. SchoolGate Guardian is used to screen visitors to the school.

Progress Monitoring: YSC and Assessment Survey Results

Funding: District

Priority Indicator #3: Graduation Rate

Three- to Five-Year Goal: By 2028 the graduation rate will go from a status score 96.9 to 99

Objective(s): By 2027 the 5 year graduation rate will increase from 98 to 99, By 2026 the 4 year graduation rate will increase from 96.9 to 98

Strategy: Design, Align and Deliver Support

Activities: Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support: Apex/credit recovery, dropout prevention, PBIS, community mentor, etc

Progress Monitoring: Graduation Reports, Apex data, YSC plans & minutes
Fall 2026 State Assessment Results

Funding: District

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal: By 2028 the Postsecondary Readiness will go from a status score 104 to 110.

Objective(s): By 2026, the postsecondary readiness status will increase from 104 to 106

Strategy: Design, Align and Deliver Support

Activities: 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

Advanced classes to accelerate towards college preparedness (Advanced Placement Classes, Dual Credit classes, EC3 career pathways/industry certificates, Hardin County schools Early College Program)

Progress Monitoring: CERT All freshmen, sophomores and juniors will take the CERT(college equipped readiness tool) test twice a year. It targets English, reading, math and science. Teachers will analyze results which give very specific performance feedback in regards to specific standards and skill sets.

Administration Counselors Teachers Course Guide Handbook/Master schedule Fall 2026 State Assessment Results

Funding: District, Federal