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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 :
- By 2024, NHS will increase the number of 7th and 8th students scoring proficient/distinguished in reading from 42.5% to 70% and in math from 35.9% to 70% as demonstrated on KPREP.
- Based on SY19-20 ACT scores, 32.4% of students scored proficient/distinguished in reading and 18.9% scored proficient/distinguished in math. By 2024, NHS will increase the number of students scoring proficient/distinguished in reading and math on KPREP to 70%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021 NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 42.5% to 49.4% and in Mathematics from 39% to 44.4% as demonstrated on K-PREP assessment. Objective 2: 50% of 10th grade students will demonstrate proficiency in reading and math on the 2021 KPREP assessment.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards and appropriate level of rigor with fidelity.	PRACTICE - The PLAN portion of PLC work will focus on preserving the intent of standard rigor in lesson design and assessments.	Teachers will have learning targets with success criteria attached in lesson plans.	Initially, admin will complete walkthroughs with school-created Learning Target walkthrough tool. Professional learning opportunities will we differentiated based on monthly review of data in admin team meetings. A school-wide lesson plan tool will be created collaboratively. Admin team will access the lesson plan when completing walkthroughs using the district walkthrough tool. Professional learning opportunities will be differentiated based on monthly review of data in admin team meetings.	$5000.00 (*Clarity for Learning* - SIF)
		CONDITION - ELA PLCs will collaborate with admin support to develop and train teachers in using close reading strategies schoolwide.	All teachers will include a reading strategy, at least once bi-weekly, in their lesson plans.	ELA PLCs will create an annotation strategy and pilot it with their students. ELA PLC leads will share the annotation strategy with all content PLCs and admin support will relay the expectation that teachers are	

| | | | | using annotation at least once bi-weekly in non-ELA content classes.

Admin will look for reading strategy use in teacher lesson plans and determine next steps. | |

2: Separate Academic Indicator

Goal 2 :

By 2024, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 10.1% to 70%, science from 10.9% to 70%, and social studies from 22.5% to 70% as demonstrated on KPREP.

By 2024, NHS will increase the number of 9th through 12th students scoring proficient in writing from 34.9% to 70% and in science from 18.1% to 70% as demonstrated on KPREP and the Integrated Science test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 10.1% to 25.1% as demonstrated on KPREP.	Develop a systematic approach to review, analyze, and apply data results.	PROCESS - Create a writing committee to articulate, implement, monitor, and refine writing expectations.	Students evidence writing growth from baseline to scrimmage to final on-demand writing practice.	The writing committee will create a plan for two "live"-scoring events. Students will participate in live-scoring events twice per school year (once per semester). ELA teachers will bring results from live-scoring to the PLCs to review and determine next steps for instruction.	
Objective 2 By May 2021, NHS will increase the number of 7th and 8th grade students scoring proficient in science from 10.9% to 25.7% as demonstrated on KPREP.		PROCESS – PLCs will utilize data wise questions to evaluate "as is" state in monthly STUDY/ACT portion of the PLCs.	Student growth on MAP and Learning Check (benchmark assessment - USA TestPrep) data.	PLCs will complete the STUDY/ACT portion of the PLC agenda from the *NHS PLC Playbook* at least monthly and record in agenda/minutes. PLC admin support will facilitate the data discussion monthly in PLC meetings.	$8400 (USATestPrep - SIF)
Objective 3 By 2021, NHS will increase the number of 7th and 8th grade students scoring proficient in social studies from 22.5% to 34.4% as demonstrated on KPREP.		PROCESS – The Social Studies PLC will self-audit current Social Studies courses to determine course needs aligned with new Social Studies standards, middle and high school, as new proficiency assessments will take place during SY 20-21.	Social Studies essential standards are aligned by grade level class/course with new standards, including course standard progressions.	The SS PLC will examine learning check data following learning checks to inform instructional next steps and intervention needs as evidenced by PLC agenda minutes and supported by a designated administrator. .	
Objective 4		PROCESS - Create a writing committee to articulate,	Students evidence writing growth from	The writing committee will create a plan for two "live"-scoring events.	

By 2021, NHS will increase the number of 9th through 12th students scoring proficient in writing from 34.9% to 43.9% as demonstrated on KPREP.		implement, monitor, and refine writing expectations.	baseline to scrimmage to final on-demand writing practice.	Students will participate in live-scoring events twice per school year (once per semester). ELA teachers will bring results from live-scoring to the PLCs quarterly to review and determine next steps for instruction.	
Objective 5 By 2021, NHS will increase the number of 9th through 12th students scoring proficient in science from 18.1% to 31.1% as demonstrated on the Integrated Science test.		PROCESS – PLCs will utilize data wise questions to evaluate "as is" state in monthly STUDY/ACT portion of the PLCs.	Student growth on MAP and Learning Check data.	PLCs will complete the STUDY/ACT portion of the PLC agenda from the *NHS PLC Playbook* at least monthly and record in agenda/minutes. PLC admin support will facilitate the data discussion monthly in PLC meetings.	

3: Achievement Gap

Goal 3 :

By 2024, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups.
- Students with disabilities scoring proficient in reading from 13.3% to 70% as demonstrated on K-PREP.
- Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP.

By 2024, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups.
- Students with disabilities scoring proficient in reading from 18.2% to 70% as demonstrated on K-PREP and ACT.
- Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP and ACT.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, NHS will decrease the number of 7th and 8th grade SPED students scoring novice in reading from 13.3% to 27.5% as demonstrated on KPREP. Objective 2 By 2021, NHS will decrease the number of 7th and 8th grade SPED students scoring novice in math from 20% to 32.5% as demonstrated on KPREP. Objective 3 By 2021, NHS will decrease the number of 9th - 12th grade SPED students scoring novice in reading from 18.2% as measured by ACT, to 31.2%, as demonstrated on KPREP	Improve and sustain Learning Culture and Climate systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.	PROCESS – The school MTSS Team will collaborate (with KYABRI and Safe and Civil Schools support) to develop measures for monitoring schoolwide behavior. The team will train weekly and meet with the Safe and Civil Schools representative bi-monthly for planning and modifications as needed.	Data will be collected using walkthroughs and results will be shared with the staff monthly. Principal will monitor implementation through 30-60-90 planning.	KYABRI will do in-person observations to gather a pre-implementation baseline and schedule mid-range and long-term follow ups. Coding data from all three sessions will be examined longitudinally to determine effectiveness.	$40,500 (*PBIS* - SIF)
		PROCESS – The principal and stakeholders will collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	The school's mission and vision are aligned with district mission and vision. Parents, students, and staff are able to articulate the school's mission and vision.	All funding, initiatives, and decisions are aligned with the school's mission and vision.	

10th grade Reading Proficiency. Objective 4 By 2021, NHS will decrease the number of 9th - 12th grade SPED students scoring novice in math from 20%, as measure by ACT, to 32.5%, as demonstrated on KPREP 10th Grade Reading Proficiency.				

4: Growth

Goal 4: By 2024, NHS will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished in **Reading** and 70% of students scoring proficient/distinguished in **Math** as measured by the K-PREP Assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2021, NHS will demonstrate categorical growth that results in 55% of students scoring proficient/distinguished in **Reading** as measured by the K-PREP Assessment. Objective 2 By 2021, NHS will demonstrate categorical growth that results in 55% of students scoring proficient/distinguished in **Math** as measured by the K-PREP Assessment.	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier 1 for reading and math.	PROCESS – Develop a clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information in service frequency, intervention program/strategies, SMART goal measurement, and progress monitoring checks.	MAP Analysis data evidences growth in all categories (Met Projected RIT; Met Projected Growth %; and Conditional Growth %tile) in reading and math at all grade levels between Fall and Winter, and Winter and Spring.	Evaluating administrators will examine classroom-level MAP analysis data with individual teachers following assessment windows. The superintendent will examine grade-level MAP analysis data with the principal following assessment windows.	
		PROCESS – Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.		IXL and Reading Plus data are examined monthly in PLCs to determine next steps for Tier 2 intervention.	IXL - $8250 (Title I) Reading Plus - $3500 (SIF)
		PRACTICE – Teachers will construct student friendly learning targets and ensure that students understand the success criteria within each learning target.	Formative and summative assessment data will be analyzed bi-weekly/quarterly. The instructional coaches will monitor implementation and give feedback and support as needed.	PLCs will complete the STUDY/ACT portion of the PLC agenda from the *NHS PLC Playbook* at least monthly. PLC admin support will facilitate the data discussion monthly in PLC meetings.	$2000 (SIF) $70,000 (Title I – Instructional Coach)

5: Transition Readiness

Goal 5: By 2024, Newport High School will raise transition readiness from 80.4% to 100% as evidenced by ACT, KYOTE, Dual Credit, Industry Certifications, CTE EOP.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2021, Newport High School will raise transition readiness from 80.4% to 85.3%. - Career Ready increase from 78% to 85%. - Academic Ready increase from 32% to 50%.	Develop a systematic approach to review, analyze, and apply data results.	PRACTICE: CTE teachers use formative and summative data tracking sheets to determine next steps for core instruction.	Increased industry certifications in each CTE Pathway.	CTE PLC will complete the STUDY/ACT portion of the PLC agenda from the *NHS PLC Playbook* at least monthly. CTE teachers will conference and collaborate with students to set goals and next steps.	
		PROCESS & PRACTICE: CTE and ELA & Math CCR teachers develop and implement a progress monitoring system to identify, based on data, students who need intervention for Career and/or Transition Readiness and schedule them into RtI groups.	Increased industry certifications in each CTE Pathway. Increased academic readiness.	CTE teachers use GMetrix data tracking tool to monitor formative and summative practice assessment data to inform scheduling of intervention groups in collaboration with CTE PLC admin support. HS ELA & Math CCR teachers use a PLC-created data tracking tool to monitor formative and summative assessment data to inform scheduling of intervention groups in collaboration with PLC admin support.	GMetrix $7000 (Perkins)

6: Graduation Rate

<table>
<tr><td colspan="6">Goal 6 (State your graduation rate goal.):
By 2024, Newport High School will raise the graduation rate from 96.7% to 100% as measured by the state 4-year cohort calculation.</td></tr>
<tr><th>Objective</th><th>Strategy</th><th>Activities</th><th>Measure of Success</th><th>Progress Monitoring</th><th>Funding</th></tr>
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<td rowspan="2">Objective 1
By 2021, Newport High School will raise the graduation rate from 96.7% to 97.5% as measured by the state 4 year cohort calculation.</td>
<td rowspan="2">Improve and sustain Learning Culture and Environment systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.</td>
<td>PROCESS: Implement an MTSS team to oversee and evaluate schoolwide academic and behavior systems to determine next steps for schoolwide improvements in culturally responsive pedagogy and character education.</td>
<td>Improved school culture based on longitudinal comparison of formal and informal survey data.</td>
<td>Principal will review Working Conditions & Impact Survey results quarterly and collaborate with the NHS Admin team and ILT to determine next steps following mid- and end-of-year surveys.

Counselors will share Persistence-to-Graduation reports at each MTSS meeting.</td>
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<td>PROCESS: Counselors will ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</td>
<td>Increased Transition Readiness as a result of increased Dual Credit rates.

Increased Persistence-to-Graduation rates.</td>
<td>The 10 – 12 counselor will conference with Senior students beginning 1st semester. The principal will meet weekly with the 10 – 12 counselor to get updates on Seniors and Dual Credit student achievement.

In collaboration with outside agencies, the Homeless Coordinator, the Mental Health counselor, and the FRYSC, the 7 -9 counselor will create a system of social/emotional support</td>
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				for 7 – 11 grade students, including student access to resources for social/emotional and academic supports.	

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:**

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? 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.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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:

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.

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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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