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 to address 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 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: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1 (State your proficiency goal.): Allen County-Scottsville High School will increase the averaged combined reading and Math KPREP scores for all students from 50.2 to 65.2 by May of 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Create and identify a defined curriculum for reading and math objectives, activities, and assessments that are congruent with all standards in each area.	Teachers will design and deliver instruction utilizing the most effective teaching strategies.	Teachers will spend time within departmental PLCs to ensure congruence is present between standards, learning targets, and assessment.	Student achievement data collected throughout the year and shared within PLCs will demonstrate a steady increase in student mastery of standards.	Daily monitoring by teachers, instructional coaches, and principals.	NA
	Teachers will participate in professional development in PEBC practices to engage all students in personalized learning experiences	Teachers will incorporate the workshop model into daily Mathematics and English instruction.	Teachers will create student-centered classrooms that use multiple instructional strategies such as inquiry, project-based learning, direct instruction, along with authentic, personalized learning experiences.	Daily- Teachers, content leaders, instructional coach, and principals.	District Professional Development Funds.
	Teachers will utilize common formative and summative assessments that identify levels of student mastery.	Content and grade level PLC/curriculum teams will refine common assessments to ensure congruence. Also, the teams will disaggregate the data, and provide strategic intervention to ensure student mastery of the standards.	Common assessment data will drive instructional practices.	Weekly via content/grade-level PLCs, teachers, content leaders, instructional coach, and principals.	NA
Objective 2 Disaggregate student achievement data and make	Collaborate with middle school administration and faculty to collect baseline	Deploy an assessment system that utilizes multiple data points to assess students. Data points will	Renaissance and CASE 21 data assessed at multiple points	Fall 2021, Spring 2022, content/grade-level PLCs, and collaborative meetings with middle	NA

data-driven instructional decisions in order to move students to proficiency.	data for all ninth grade students in reading and Mathematics.	include, but not be limited to Renaissance, CASE 21 data, teacher-developed common assessments, and teacher referrals.	throughout the year, along with common assessments.	school team members. Fall and winter of 2021 data collected from CASE 21; spring data collected twice from CASE 21	
	Math and English teachers will participate in vertical alignment with middle school teachers in order to align and create rigor within courses.	Math and English teachers will analyze the progression of standards from middle to high school to increase proficiency with their alignment between courses.	CASE 21 data and formative and summative assessments will be analyzed for student proficiency.	Daily—Math and English teachers, instructional coach, and principals	NA
	Teachers will utilize ACT released items to assist in teaching, assessing, and intervention across all curricular areas.	Teachers will incorporate prior released ACT items and formulated CASE 21 items into teaching.	Formative assessment data collected and analyzed for individual progress/mastery.	Daily- Teachers, content leaders, instructional coach, and principals.	NA
			Analysis of formative assessment data, and intentional, individual intervention plans, and student progress data.	Daily- Teachers, content leaders, instructional coach, and principals.	NA
	Review, analyze, and apply data.	PLCs will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC Continuum	Ongoing: Principals and instructional coaches will provide feedback.	NA

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): For the 2021-22 school year, Allen County-Scottsville High school will increase the averaged combined science and writing KPREP scores for all students from 68.6 to 78.6 by May of 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 AC-SHS students will score proficient or above in science as measured by the 2022 KPREP assessment.	Ensure intentional, congruent Tier I instruction is occurring in all classrooms. Provide Tier II and Tier III interventions to students during the instructional time.	Analyze and alter common assessments to ensure vertical alignment.	Common assessments are shared on a virtual platform, and aligned to content pacing guides. Assessment items are congruent to the standards and are structurally similar to accountability assessments.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA
		Collaborate with the RTI team to ensure Tier II and Tier III interventions are provided during regular instructional time, and utilize opportunities to pull students out of elective classes for one-on-one interventions.	Triangulated student assessment data demonstrates individual student growth and progress towards proficiency.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA
	Teachers will utilize common formative and summative assessments that identify levels of student mastery.	Provide on-going professional development opportunities for teachers to improve comprehension strategies, and create individualized, authentic, personalized activities in order to scientists that are readers, writers, analyzers, and creators of real-world Science content.	Student projects and assessments demonstrate mastery of the standards.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA

		Collaborate to more effectively utilize content vocabulary in all areas of instruction.	Students demonstrate effective vocabulary usage on formative and summative assessments.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA
	Teachers will participate in professional development in PEBC practices to engage all students in personalized learning experiences.	Embed workshop model strategies in daily Science instruction.	All Science classrooms are student-centered, personalized learning opportunities.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA
Objective 2 ACS-HS students will score proficient or above in writing as measured by the 2021 KPREP assessment.	Ensure intentional, congruent Tier I instruction is occurring in all classrooms. Provide Tier II and Tier III interventions to students during the instructional time.	Real-world content writing is embedded in instruction within all content areas.	Students demonstrate mastery via open response assessments. All classrooms exhibit elements of effective content writing to demonstrate mastery and learning on a daily basis.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach	NA
		Provide professional development to further engage students in purposeful, meaningful ways, and authentic content writing experiences that write to an identified audience.	Students demonstrate mastery via open response assessments. All classrooms exhibit elements of effective content writing to demonstrate mastery and learning on a daily basis.	May 2022- Leadership team, content/grade level teams, intentional PLC meetings, and instructional coach.	NA
	Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to the new Social Studies standards	Attendance at training and implementation of strategies.	May 2022-Instructional coaches and school leadership team will provide support and feedback on the	Title funds and Section 6 funds.

		with Dr. Jana Kirchner. Teachers will be provided time to plan units with Dr. Kirchner's support.		implementation and impact of the strategies.	
	Design and Deliver Instruction	Social Studies teachers will work with Dr. Jana Kirchner to identify high-quality, vetted resources and curriculum that are aligned to the standards.	Attendance at training, purchase of aligned resources.	May 2022-Purchase and implementation of aligned resources will be monitored and facilitated by instructional coach and school leadership team	Title funds,Section 6 funds, ESSER funds.

3: 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 (objectives).

The percentage of non-duplicated Gap students below proficiency in mathematics and/or English will decrease by 15% per subject area.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure data-driven instruction is being implemented for all Tier I, II, and III students.	Utilize formative and summative assessments to identify levels of student mastery.	CASE 21 will be administered twice per semester. Data will be accessible to teachers to help drive instruction and deploy proper interventions.	Disaggregating data, and making strategic decisions to provide effective intervention for each student and measure growth toward proficiency.	Daily—teachers, instructional coach, principals, counselors	NA
Objective 2 Establish and implement extra support systems for Tier III students.		Implementation of Online Varsity Tutoring Program	Disaggregating data, and making strategic decisions to provide effective intervention for each student and measure growth toward proficiency.	May 2022-High Dosage Interventionist, counselors, principals	
	Develop Focus and Finish credit recovery program. Students will be enrolled in multiple courses via an online platform in order to get caught up on credits.	Implementation of one-on-one meetings with students to ensure progress of grades, increase attendance, decrease student behavior incidents, and increase accumulation of credits toward graduation.	Progress monitoring of student attendance, behavior, and academic success.	May 2022-Counselors and principals.	NA
	Develop CAP Teams among administrators and counselors to mentor Tier III students.	Implementation of one-on-one meetings with students to ensure progress of grades, increase of	Monitoring of student attendance, behavior, and progress report.	May 2022-Principals, counselors	

		attendance, and to decrease behavior issues.			
Objective 3 Enhance the implementation of best practices for co-teaching in collaborative classrooms.	ECE teachers will participate in PLCs to improve collaboration and best practice strategies.	ECE teachers will assess student work to help improve success among each ECE student.	Disaggregating data, and making strategic decisions to provide effective intervention for each student and measure growth toward proficiency.	Once weekly—ECE teachers, instructional coach, principals	NA

4: Growth

Goal 4 (State your growth goal.): Not applicable for high school					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Allen County-Scottsville High School will increase the percentage of students who are Transition Ready from 84.2 to 94.2 by May 2022. All students matriculating will achieve transition readiness in at least one of the four defined categories: Academics, Career, Military, or School-to-Work.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Students and the Transition Readiness team will collaborate to create individual, personalized pathway plans and strategic next steps in accordance with Transition Readiness.	Students will establish specific Transition Readiness goals, self-assess, and discuss progress with career counselors, and Transition Readiness team members.	Assigned mentors and PLC monitoring data, and student self-assessment data.	Students will be able to articulate their Transition Readiness plan and self-assess an intentional plan for next steps.	Transition Readiness team, RTI team, leadership team, guidance team, intervention specialists, instructional coach, August 2021-May 2022.	NA
		Transition Readiness data will be made available to all teachers for in-class mentoring and intervention opportunities.	Students will be able to articulate their Transition Readiness plan and self-assess an intentional plan for next steps. Teachers will deploy an individualized plan for each student to ensure meeting Transition Readiness benchmarks.	Transition Readiness team, RTI team, leadership team, guidance team, intervention specialists, instructional coach, August 2021-May 2022.	
	Review, analyze, apply data results.	CAP teams will use tracking system to monitor the data for transition readiness and identify support for each student to achieve transition readiness	Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.	Monthly: District and school instructional leaders will review data and provide feedback for improvement.	NA
	Review, analyze, apply data results.	Apply for United Way grant funds to implement college and career readiness strategies as identified on a needs assessment.	Needs assessment developed and implemented. Meetings between CCR counselor/coach and	Quarterly data review of meeting to be submitted to the school and district instructional leadership and CCR counselor	United Way Grant-if received.

			all students with identified plans for transition readiness.		
	Design, deliver, and support	Create and schedule pathways aligned to student ILPs.	Increase the number of career ready students.	ILPs and student interest data. August 2021-May 2022.	
	Design, deliver, and support	Develop and utilize community partners to develop dual credit scholarships for students identified as economically disadvantaged.	Increased number of students participating in dual credit courses.	Community partnership data, meeting minutes, and number of students participating in dual credit courses. August 2021-May 2022.	
	Design,deliver, and support	Develop opportunities for job shadowing, internships, externships, and leadership development with community partners.	Student data, meeting agendas, stakeholder participation, and student showcases or exhibition nights.	ILPs, student interest surveys, CCR counselor tracking data, number of opportunities provided to students. Monthly review by school and district instructional leaders. August 2021-May 2022.	
Objective 2 Enhance current Transition Readiness intervention structure and procedures to ensure all students are Transition Ready.	Create and deploy a Transition Readiness PLC/team.	Teachers and students will receive training to define and understand the path to reach Transition Readiness.	Students will be able to articulate their Transition Readiness plan and self-assess an intentional plan for next steps. Teachers will deploy an individualized plan for each student to ensure meeting Transition Readiness benchmarks.	Transition Readiness team, RTI team, leadership team, guidance team, intervention specialists, instructional coach, August 2021-May 2022.	NA
		Monthly and weekly Transition Readiness team meetings to update data, and strategically plan for individualized student Transition Readiness intervention.	Meeting minutes and on-going improvements to the strategic plan. Student data and progress.	Transition Readiness team, RTI team, leadership team, guidance team, intervention specialists, instructional coach, August 2021-May 2022.	
	Actively monitor transition data, and make intentional	Students not meeting Mathematics and/or English/Reading benchmarks	Meeting minutes and on-going	Transition Readiness team, RTI team, leadership team, guidance team,	NA

| | decisions to enhance students' opportunities to become Transition Ready. | will receive individualized intervention during certain elective courses, study hall time, and during weekly intervention time created within the master schedule. Intervention will be provided by content teachers and intervention specialists. | improvements to the strategic plan. Student data and progress. | intervention specialists, instructional coach, August 2021-May 2022. | |

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Allen County-Scottsville High School 4-5 year graduation rate will increase from 93.5 to 96 in May 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All PLCs and teams will collaborate to ensure a graduation rate of 96% by May 2021 as measured by graduation rates provided by the Kentucky Department of Education	Leadership and counseling team will advise and provide mentoring throughout a student's high school career. Students at higher risk of not graduating will be identified using data from daily attendance, student performance, and behavior.	Teachers are assigned an advisory group of students to provide intervention and mentorship beginning in 9th grade and culminating in 12th grade. Students at risk for not graduating on time will be flagged for additional support from their advisor. Advisors will have intentional conversations with individual students concerning daily attendance, performance, and behavior. Advisors will build strong relationships with each advisee, and help guide them throughout their high school career.	All students have an individualized, monitored plan for on-time graduation. Daily, weekly, and monthly mentorship monitoring.	Daily- Teachers, content leaders, instructional coach, and principals.	NA
	Full/part-time credit recovery opportunities will be provided for students at the learning center and at AC-SHS. Also, special designed intervention opportunities will be deployed to help students get caught up during the pandemic.	The most at-risk students will be assigned to the credit recovery program at the learning center. Furthermore, students will be provided credit recovery opportunities during and after school at the high school. The students targeted at the high school will be those students that have failed a semester class or meet other criteria. Lastly, we will offer summer school credit opportunities for those students that failed a	Leadership team and teachers will disaggregate data, and make decisions based on individual student progress.	Daily- Teachers, content leaders, instructional coach, counselors, principals, and learning center faculty and staff.	NA

		semester class and meet the criteria.			
	Faculty will utilize grade-level planning time, and content PLCs to analyze data from common assessments and student performance to deploy next steps for instruction and intervention.	Teachers will utilize common planning time to meet weekly and analyze data from common assessments and student performance. Next steps will be formulated for Tier I instruction and intervention for those not performing at proficiency.	Notes/minutes from team meetings and performance reports.	Leadership team, counselors, and instructional coach August 2020-May 2021	NA
	Design, align, deliver support	CAP teams will review Early Warning Tool data at least monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	Monthly meetings to discuss potential dropouts and targeted assistance; Assignment of one caring adult, academic tutoring, support for home and family, etc.	Increased support documented for potential dropouts and share monthly with school and district instructional teams	NA
	Design, align, deliver, support	Train all high school staff on Trauma Informed Care and implement the district Trauma Informed Care Plan	Attendance at trainings, improved classroom, and school level behavior interventions	School behavior plans, interventions, and approaches through a TIC lens by May 2022	Title funds, ESSER funds.
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.): Not applicable

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI 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:	
NA	
Identification of Critical Resources Inequities:	
NA	

Targeted Subgroups and Evidence-Based Interventions:	
NA	

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students	
NA	

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
NA		☒
		☐
		☐
		☐
		☐