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 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

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

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 indicator, achievement gap, and growth. High schools must address 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
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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):
- By 2025 NHS will increase the number of 7th and 8th grade students scoring proficient and distinguished in reading from 24% to 40% and in math from 19% to 40% as demonstrated on KSA.
- By 2025, NHS will increase the number of 10th grade students scoring proficient/distinguished in reading from 22% to 40% and in math from 25% to 40% as demonstrated on KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 24% to 30% as demonstrated on the KSA. By 2024, NHS will increase the number of 7th and 8th grade students scoring proficient in Math from 19% to 25% as demonstrated on the KSA. **Objective 2** By 2024, NHS will increase the number of 10th grade students scoring proficient in Reading from 22% to 40% as measured on KSA. By 2024, NHS will increase the number of 10th grade students scoring proficient in Math from 25% to 40% as measured on KSA.	KCWP 2 Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity. KCWP 2 Tier 1 instruction is implemented in both reading and math.	PLC work will focus on the alignment of the curriculum, instruction and assessment in the myPerspectives and EnVisions books. Training will be provided to all staff in the reading and math programs, specifically to make content specialists within our school. Instructional coaches will provide any needed assistance with pacing, instruction, etc… throughout the year. Students will be utilizing iXL and Reading Plus programs in their RtI groups in order to provide additional support to address specific needs of the student in reading and math. NHS is developing an MTSS Action Plan to begin in January to address Tier II and Tier III options to address our students needs. A Curriculum Committee will be organized to assist in addressing issues as we move forward.	Students will show an increase in their reading and math scores leading to proficiency in MAP and KSA. With an increase of instruction in Tier I, less students will need Tier II and Tier III interventions.	During our PLC meetings, which are held on Tuesday and Thursdays, Instructional coaches and administrators, will focus on maintaining fidelity to the program and state standards. Data, both formative and summative, will be reviewed during the PLC to determine if instruction is addressing the academic needs of all students and determine needs for reteaching, etc… RtI data from iXL and Reading Plus will be reviewed by Interventionist and administrative team, regularly to determine the progress of students.	Title 1: Instructional Coaches envision Professional: $3,300 myPerspectives Professional: $3,300 Title 1: AIMSWeb: $2,362.50 Title 1: IXL: $12,413.00

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.):
• By 2025, NHS will increase the Separate Academic Indicator score on KSA from 34% to 50% for 7th and 8th grade students as demonstrated on KSA.
• By 2025, NHS will increase the Separate Academic Indicator score on KSA from 54% to 70% for high school students as demonstrated on KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, NHS will increase the Separate Academic Indicator score of 7th and 8th grade students from 34% to 40% as measured on the KSA. **Objective 2** By 2024, NHS will increase the Separate Academic Indicator score of high school students from 54% to 60% as measured on the KSA.	KCWP 2 Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	Social Studies and Science teachers will utilize the content programs to fidelity and will ensure that content is aligned to state standards through PLC Work. PLC work will focus on the alignment of the curriculum, instruction and assessment by utilizing core content resources: TCI (social studies) and Stemscopes (science) and myPerspectives (writing).	Students will show an increase in their science, social studies, and writing scores leading to proficiency on KSA.	During our PLC meetings, which are held on Tuesday and Thursdays, Instructional coaches and administrators, will focus on maintaining fidelity to the program so we can determine success. Data, both formative and summative, will be reviewed during the PLC to determine if instruction is addressing the academic needs of all students and determine needs for reteaching, etc…	Title 1: Instructional Coaches General Funds: TCI program

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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, NHS will decrease the number of 7th and 8th grade students identified with a disability scoring novice in reading and math by 20% as measured on KSA. **Objective 2** By 2024, NHS will decrease the number of high school students identified with a disability scoring novice in reading and math by 20% as measured on KSA. **Objective 3** By 2024, NHS will decrease the number of 7th and 8th grade African American students scoring novice by 20% as measured on KSA. **Objective 4**	KCWP 2 Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity across all subgroups.	Collaboration between special education teachers and the regular education staff will be utilized to make sure differentiation is addressed and supports are in place for the students. Special Education teachers will participate in PLCs with the regular education teachers twice a week. Instructional coaches will provide any needed training to staff on high yield strategies. Culturally responsive teaching strategies will be given to staff for implementing. Larry Bell's 12 Powerful Words will be utilized school wide. Students will be ability grouped to work in programs such as Reading	Diagnostic Assessments conducted through IXL and Reading Plus will show less students scoring Novice. Students will show growth on MAP and CERT.	Using MAP data to track subgroup progress will occur three times per year. Tracking of disproportionality of African American students.	Title 1: Instructional Coaches Title 1: IXL: $12,413.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2024, NHS will decrease the number of high school African American students scoring novice by 20% as measured on KSA.		Plus and IXL to meet their individual needs.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): NHS will increase our English learners success by 10% on ACCESS testing as compared to previous year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHS staff will collaborate with our ELL staff to eliminate barriers between our English learners and others. Students identified as ELL will increase their proficient and distinguished scores by 10% from previous year.	KCWP 4	ELL staff will conduct professional development with the other staff members to assist with classroom instruction and communication. Ensure that effective communication regarding assessments and student performance (ACCESS, etc…) are shared appropriately with all stakeholders to guide instructional panning, student grouping, etc….	Improvement in our ELL students in the classroom academically and socially. Growth in ACCESS scores and KSA among our ELL students.	Will take place in our ELL classrooms working with the students. Survey will be created to get feedback from the ELL stakeholders. Student data from assessments utilized throughout the year.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
• BY 2024, NHS will improve the culture and climate of the school as evidenced by the ImpactKY Survey completed by our staff.
• By 2024, NHS will improve the safety of the school as evidenced by the KCSS assessment, ImpactKY survey data, and our Safe Schools report.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By 2024, NHS will improve overall culture and climate of the building by 10%.	KCWP 6	Good news postcards will be mailed weekly to staff and students. Recognition of students of the month as well as certified and classified staff. Once a month, a group activity will be planned to increase teacher attendance. Social Media and school website will reflect academic, athletic, and social activities of both students and staff. Host various events such as College Fair, Parent Teacher Nights, Reality Store, etc. KCSS Assessment will be conducted.	An increase of satisfaction will be measured through tracking of the mock ImpactKy survey. KCSS recommendations after audit.	ImpactKy mock survey will be given three times during the school year. ImpactKy survey will show improved culture and climate at NHS. Safe Schools report will show a decrease in major issues from previous year.	Donation: Community Partner: gift basket to Teacher of the Month SBDM Funds: Postcards and Postage Title 1: Parent Engagement Funds YSC: Food for events

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):
- By 2025, Newport High School will increase its postsecondary readiness as evidenced by ACT, KYOTE, Dual Credit, Industry Certification, and CTE EOP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NHS will increase the number of students attending Gateway for Dual Credit and continue to recruit students for the YSA program at Northern Ky University. NHS will increase the number of students in our CTE program and pathways that meet postsecondary readiness.	KCWP 4 and 5	Allow students the opportunity to attend classes free of charge at Gateway for dual credit. YSA program will visit NHS and conduct informational meetings as well as administer the KYOTE to determine if those interested will qualify or have already benchmarked on the ACT. NHS will increase the course offerings through our CTE program and also look at data from youscience to determine the level of aptitude for a particular skill set. Add dual credit options within our staff to better prepare our students for postsecondary. Collaborate with industry and the River City Network to increase opportunities for students in CTE classes.	Increase in the number of students taking dual credit classes. Increase the number of students qualifying for the YSA program. Increase in the number of students completing industry certifications and/or EOP.	Post-secondary Readiness Spreadsheets for each graduating class will be monitored monthly through admin team meetings. TEDS will be used to monitor industry certifications and EOPs.	General Fund: Gateway Payments General Fund: YSA Payment Perkins Fund: TEDS Coordinator - $2,000 Perkins Fund: Industry Certifications

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):
• By 2025, Newport High School will improve its graduation rate from 96.3% to 100% as measured by the state 4-5 year adjusted cohort calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 NHS will raise our graduation rate to 98.3%.	KCWP 5 and 6	Two way communication between the school, students and parents to better prepare our students academically. Students receive credit recovery support and interventions to address their educational progress. Explore dual credit opportunities with local colleges. Truancy Diversion Program will be implemented for students who are habitually truant. A committee will form to evaluate current school graduation requirements and how credits are issued.	The number of students who graduate from NHS will increase.	Truancy Diversion progress monitoring. Proficiency in credit recovery classes will yield the amount of credits required. Transcript Audits will show students ready for graduation.	General Funds: Edgenuity General Funds: Dual Credit Payment

8: Other (Optional)

Goal 8 (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) 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:
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:**
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:**
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?   **Response:**   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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "Compliance Requirements" 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
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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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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
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:

Evidence-based Practices

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