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
    - 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. 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.):
The percentage of students demonstrating P on the KSA in Reading will increase from 51% (2022) to 56% (2023).
The percentage of students demonstrating P on the KSA in Math will increase from 46% (2022) to 51% (2023).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will improve their reading comprehension by learning grammar as part of Tier 1 instruction.	KCWP #2: Improve the design & delivery of instruction KCWP #4: Review, Analyze, and Apply Data	Advanced English I & Advanced English II will be divided into a semester of grammar instruction and a semester of reading instruction. Standard English I and Standard English II will take alternating quarters of grammar and reading. PLCs will collaborate to diagnose student learning needs and backwards design instruction from end of quarter/semester benchmark assessments/	Student learning will improve based on pre- and summative assessment data. The percentage of students who are P or D on the 2023 KSA in Reading will improve to at least 56%.	1. PLC meeting data analysis 2. Pre- and summative assessment data 3. MAP data – Fall, Winter, Spring (9th grade) 4. CERT data – Fall, Winter, Spring (10th grade)	District funding of NWEA and CERT Title I funding: Salaries supporting reading $45,000 resources for reading $1000

Goal 1 (State your reading and math goal.):
The percentage of students demonstrating P on the KSA in Reading will increase from 51% (2022) to 56% (2023).
The percentage of students demonstrating P on the KSA in Math will increase from 46% (2022) to 51% (2023).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Students will improve their understanding in math by engaging in lessons backward designed from assessed standards.	KCWP #2: Improve the design & delivery of instruction KCWP #4: Review, Analyze, and Apply Data	Math instruction in grades 9, 10, and 11 will be backwards-designed from ACT assessments. Math teachers will follow a spiraling curriculum that scaffolds learning throughout each math course so that students see core targets multiple times throughout a course, each time with an added element of rigor. PLCs will collaborate to design and analyze assessments of disciplinary literacy skills and adjust Tier 1 instruction accordingly.	Student learning will improve based on pre- and summative assessment data. The percentage of students who are P or D on the 2023 KSA in Math will improve to at least 51%.	1. PLC meeting data analysis 2. Pre- and summative assessment data 3. MAP data – Fall, Winter, Spring (9th grade) 4. CERT data – Fall, Winter, Spring (10th grade)	District funding of NWEA and CERT Title I funding: Salaries supporting math instruction: $90,000

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

Goal 2 (State your science, social studies, and writing goal.): Students who are P/D in social studies will improve by 10%. Students are P/D in science will improve by 10%. Students who are P/D in writing will improve by 5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Students will improve their disciplinary literacy skills and content knowledge as well as their ODW skills by engaging with disciplinary texts as part of Tier 1 instruction in their science and social studies classes.	KCWP #2: Improve the design & delivery of instruction KCWP #4: Review, Analyze, and Apply Data	Social Studies instruction and assessment will include more reading of maps, charts, graphs, political cartoons, and traditional text. Science instruction and assessment will include more reading of various representations of data, lab reports, and traditional texts. Both disciplines will use paraphrasing, summary, annotating, text structure analysis, Question Formulation Technique, and Claim/Evidence/Reasoning reading and writing as anchor strategies for improving disciplinary literacy. PLCs will collaborate to design and analyze assessments of disciplinary literacy skills and adjust Tier 1 instruction accordingly.	Student learning will improve based on pre- and summative assessment data. The percentage of students who are P or D on the 2023 KSA in Social Studies will improve by 10%. The percentage of students who are P or D on the 2023 KSA in Science will improve by 10%. The percentage of students who are P/D in ODW will improve by 5%.	1. PLC meeting data analysis 2. Pre- and summative assessment data	District funding – subscriptions to Scholastic Magazine UpFront (SS) ESSR funding of Scholastic Magazine Science World (SS)

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
Reading achievement among gap populations will increase.	Respond to MAP/CERT/ACT data with appropriate instructional interventions.	Set benchmarks and track progress. Build in time for student reflection and goal-setting. Design and deliver Tiers I, II, and III instruction.	P in reading among African Americans will increase from 36% to 40%. P in reading among students identifying as 2 or more races will increase from 28% to 32%. P in reading among Hispanic/Latino students will increase from 32% to 36%. P in reading among students who are economically disadvantaged will increase from 39% to 43%. P in reading among students with disabilities will increase from 20% to 25%	Benchmark assessment data MAP/CERT data ACT data	District funding for MAP and CERT

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math achievement among gap populations will increase.	Respond to MAP/CERT/ACT data with appropriate instructional interventions.	Set benchmarks and track progress. Build in time for student reflection and goal-setting. Design and deliver Tiers I, II, and III instruction.	P in math among African Americans will increase from 28% to 32%. P in math among students identifying as 2 or more races will increase from 31% to 35%. P in math among Hispanic/Latino students will increase from 33% to 37%. P in math among students who are economically disadvantaged will increase from 36% to 40%. P in math among students with disabilities will increase from 11% to 55%		

4: English Learner Progress

Goal 4 (State your English Learner goal.): The Attainment Rate for EL students at HCHS will increase from 0% (2022) to 20% (2023).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will demonstrate growth on ACCESS assessment.	KCWP #3: Design and Deliver Assessment Literacy	1. Targeted EL students will use Roseta Stone daily. 2. EL students may receive Tier III instruction in the areas of reading and/or math. 3. EL teachers will deconstruct standards from ACCESS to better understand the assessment. 4. EL teachers will design and deliver improved formative assessments aligned with ACCESS.	The Attainment Rate for EL students at HCHS will increase from 0% (2022) to 20% (2023).	1. Formative assessment data analysis.	N/A

5: Quality of School Climate and Safety

Goal 5 The QSCS survey results will show our school is at least at the "High" level.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: By May 2023, we will increase one performance level rating.	KCWP #6: Establishing Learning Culture and Environment	1. Implement SEL program appropriate for high school students. 2. Give the QSCSS to students by January 30th.	1. An SEL program will be selected, adopted, and implemented. 2. The QCSS will show improvement.		General Fund Grants, SBDM

6: Postsecondary Readiness (high school only)

Goal 6 The postsecondary readiness rate will increase.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the postsecondary readiness rate by expanding Tier II and III interventions in reading and math for seniors.	Design and deliver Tier II interventions for seniors. Identify and implement additional programs to provide opportunities for students to achieve postsecondary readiness.	Seniors near benchmark in reading and math will be pulled for Tier 2 interventions during advisory prior to the ACT. Seniors near benchmark in reading and math will be pulled for Tier 3 interventions prior to KYOTE testing. Seniors who are not college ready will be identified for EdReady instruction. Seniors in CTE will take part in review sessions prior to examinations demonstrating their career readiness.	The number of students demonstrating postsecondary readiness will increase.	Rosters for interventions ACT/KYOTE/EdREady/CTE assessments	District funding SBDM Various grants

7: Graduation Rate (high school only)

Goal 7 The graduation rate will increase.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the graduation rate.	Continue current strategies to identify and intervene with students in danger of not graduating.	Continue with credit recovery programs catch-up study skills class	Graduation rate will increase	Credit recovery program completion Rosters for study skills Counselor checks	General fund SBDM

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:** 1. Teachers in the core academic areas (Math, ELA, Science, and Social Studies) have common planning this year. 2. School administrators, the instructional coach, the Special Education coach, and the 4 academic department coordinators will all be trained to improve PLC processes by attending AMPLIFY conferences. 3. School leaders, in collaboration with leaders from across the district, developed a PLC processes rubric to ensure effective PLC work.

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 "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
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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