

## 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
  - Postsecondary Readiness
  - 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
<p>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.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2026, the percentage of students scoring proficient and distinguished will be: <b>Middle School: Reading – 54 Math – 44</b> <b>High School: Reading – 64 Math – 40</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By the end of the 2024 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students)</p> <p>Middle: Reading - 38 Math - 35</p> <p>High: Reading - 39 Math - 25</p>	<p><b>KCWP 2: Design and Deliver Instruction</b>  <b>KCWP 4: Review and Analyze, and Apply PL Data</b></p>	<p>The Bellevue Classroom provides the instructional structure for all teachers to help focus their planning and instruction based on highly effective strategies to ensure Tier 1 instruction is high quality and aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> <li>-Book Study on Phenomenal Teaching</li> <li>-Monthly Professional Learning opportunities with all staff on Phenomenal Teaching</li> <li>-Implementation of Thinking Strategies and the Workshop model throughout the building.</li> <li>-Learning walks documentation on the components of the instructional protocol.</li> <li>-Feedback will be shared with teachers on the components of the instructional protocol.</li> <li>-All staff participate in the Internal Lab job-embedded professional development process</li> </ul>	<p>Feedback from staff on implementing the monthly Professional Learning opportunities on Phenomenal Teaching</p> <p>Internal Labs documentation and feedback</p> <p>Learning walks data.</p> <p>Improved classroom instruction, planning, and use of teacher time</p>	<p>On going</p>	<p>Funds for Books &amp; Stipends for Teachers for additional PD hours.</p>

<b>Goal 1 (State your reading and math goal.): By 2026, the percentage of students scoring proficient and distinguished will be:</b> <b>Middle School: Reading – 54 Math – 44</b> <b>High School: Reading – 64 Math – 40</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS model implemented so that students receive grade level support as well as remedial work. Tier III students receive additional instructional time in a Tier I and Tier II setting. These courses provide intensive interventions for both Reading and Math. We have established a schedule change where Tier II (FLEX) and Tier III (FOCUS) have a designated time in the schedule.	Fewer students require Tier II and III services in the middle school and high school.	Every 6-8 weeks in MTSS Meetings  ALEKS / Reading Plus Data	Funding for ALEKS & Reading Plus  Funding for SOS System

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

<b>Goal 2 (State your science, social studies, and writing goal.): By 2026, the percentage of students scoring proficient and distinguished will be:</b>					
<b>Middle School: Social Studies – 68 Writing – 60 Science - 20</b>					
<b>High School: Social Studies - 21 Writing – 72 Science – 26</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<p>Objective 1: By the end of the 2024 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students)</p> <p>Middle: Social Studies - 46 Writing - 50 Science - 20</p> <p>High: Science - 12 Social Studies - 31 Writing - 46</p>	<p><b><u>KCWP 4: Review, Analyze and Apply Data</u></b></p> <p><b><u>KCWP 1: Design &amp; Deploy Standards</u></b></p>	<p>MTSS model implemented so that students receive grade level support as well as remedial work. Students are pulled during FLEX time (Tier II) to receive additional support in Social Studies, Science, and Writing.</p> <p>The Science PLC will receive training from NKCES and Hallie Booth to begin implementing Open Sci Ed for the '24-'25 school year (after BOE approval).</p>	<p>Fewer students require Tier II services in the middle school and high school.</p> <p>All teachers trained (Shroyer, Whitling, Elsbernd, Hallman)</p>	<p>Every 6-8 weeks in MTSS Meetings</p> <p>Teachers trained by Jan 2024 Pilot Lesson by April 2024</p>	<p>Funding for SOS System</p> <p>Funding for Science Kits</p>

### 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).

**Goal 3: By 2026, the percentage of *free & reduced* lunch students scoring proficient and distinguished will be:**

**Middle: Reading – 44 Math – 38 Social Studies – 60 Writing – 70 Science - 10**

**High: Reading – 52 Math – 30 Social Studies - 42 Writing – 48 Science – 10**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By the end of the 2024 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students)</p> <p>Middle:                      Reading - 32                      Math - 38                      Social Studies - 40                      Writing - 45                      Science - 6</p> <p>High:                      Reading - 36                      Math - 22                      Science - 10                      Social Studies - 31                      Writing - 34</p>	<p><b><u>KCWP 4: Review, Analyze and Apply Data</u></b></p>	<p>MTSS model implemented so that students receive grade level support as well as remedial work. Tier III students receive additional instructional time in a Tier I and Tier II setting. These courses provide intensive interventions for both Reading and Math. We have established a schedule change where Tier II (FLEX) and Tier III (FOCUS) have a designated time in the schedule.</p> <p>The Bellevue Classroom Book Study &amp; Walk-Throughs (refer to goal #1) to ensure high quality instruction in all Tier 1 classes.</p>	<p>Fewer students require Tier II and III services in the middle school and high school.</p>	<p>Every 6-8 weeks in MTSS Meetings</p> <p>ALEKS / Reading Plus Data</p>	<p>Funding for ALEKS &amp; Reading Plus</p> <p>Funding for SOS System</p>

**4: English Learner Progress**

Goal 4 (State your English Learner goal.):  
 By the 26/27 school year, 75 % of students identified as English Learners will reach attainment status on the ACCESS test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective:                      In the 22/23 school year, 50% of students identified as English Learners will reach attainment on ACCESS testing</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Collaborate with NKCES EL Consultat to provide resources and specially designed instruction to identified students and supports to general education teachers.</p> <p>Ensuring newly adopted resources / curriculum options have a Spanish option available.</p>	<p>ACCESS Testing Results</p>	<p>Quarterly meetings with district EL Coordinator and EL consultant</p>	<p>Title III and General Funding</p>

**5: Quality of School Climate and Safety**

<b>Goal 5 - BM/HS - Currently, 64.5% of students disagree with the following statement, “Bullying is NOT a problem for this school.”</b> <b>By the 25/26 school year, less than 20% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
BM/HS: By the end of 23/24 school year, less than 50% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”	<b>KCWP 6: Establishing Learning Culture and Environment</b>	Character Strong Tier 1 Curriculum (including unit on cyber-bullying)	A decrease in referrals for bullying	A quarterly review of all referral data	Grant Funds for curriculum
		Tier 2 Social Emotional Behavior groups based on Character Strong Curriculum with Assistant Principal & Counselor  Safety Audit with Kentucky Center for School Safety	A decrease in negative interactions between students	Weekly meetings with AP / Counselor (during FLEX)	Funding for Character Strong



**6: Graduation Rate (high school only)**

<b>Goal 6 (State your postsecondary goal.): By 2024, the percentage of students that graduate with their four and five year cohort will be 100%.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: To have a graduation rate that is at 100% following the four and five year cohorts at the end of the 2023-2024 school year.	<a href="#"><u>KCWP 5: Design, Align and Deliver Support</u></a>	The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness.	Students completing their required courses and identifying a next step after graduation	Ongoing	None
		The school counselor and credit recovery teacher meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion. The counselor, credit recovery, assistant principal, and principal use the Persistence to Graduation Report in IC.	Students complete required courses and attain on-grade level status in our credit recovery program.	Ongoing	Funding for Edgenuity

7: Post Secondary Readiness

<b>Goal 7 (State your post secondary readiness goal.):</b>					
<b>By the end of 2025, 95% of graduating students will be transition ready as determined by the KY School Report Card.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: By spring of 2024, 90% of graduating students will qualify as transition ready.	<a href="#"><u>KCWP 6: Establishing Learning Culture and Environment</u></a>	The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness. The coordinator also schedules field trips to Gateway and the Campbell Co. ATC for all 10th graders to consider for their 11th - 12th Grade year.	Students completing their required courses and identifying a next step after graduation	Ongoing	None
		The school counselor and credit recovery teacher meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion AND transition readiness.	Students complete required courses and attain on-grade level status in our credit recovery program.	Ongoing	Funding for Edgenuity
		For students not qualifying for transition readiness through college or career pathways, our school intentionally plans learning experiences to help prepare them for success on KYOTE and/ or ACT to combat the need for remedial courses upon entering post-secondary institutions.	Students meet benchmarks on KYOTE and/or ACT assessments.	Dec 2023 and March 2024	Instructional Funds

**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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> 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?  <b>Response:</b></p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> 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.  <b>Response:</b></p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> 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.  <b>Response:</b></p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <p><b>Consider:</b> 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?  <b>Response:</b></p>
<p><b>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.</b></p>

**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.	<input checked="" type="checkbox"/>
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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:

<b>Turnaround Team:</b>
<p><b>Consider:</b> 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</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

### Evidence-based Practices

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