

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 School wide 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 School wide 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

The amount of students scoring novice on the KSA assessment in Reading (29%), Math (28%), Science (42%), and Social Studies (36%) continues to be a target area that we would like to decrease across all content areas.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

The school will focus its efforts on common assessments and intentional intervention. We will thoroughly address these two focus areas using strategies and activities outlined throughout this document.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green	+2.8
State Assessment Results in science, social studies and writing	Green	+3.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Green	+0.2
Postsecondary Readiness (high schools and districts only)	Green	+10.8
Graduation Rate (high schools and districts only)	Green	0

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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: By 2025, students scoring proficient/distinguished in Reading will increase from 49% to 61.4% and in Math from 38% to 51.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, students scoring proficient/distinguished in Reading will increase from 49% to 53%.</p>	<p>KCWP 4: Review, Analyze, and Apply Data/Classroom Activities</p>	<p>Activity: Reading Remediation – 9th Grade Students scoring at a 5th grade or below reading level on the IReady test will be referred to our reading interventionist for a targeted reading remediation class.</p>	<p>iReady Scores; CERT Scores, KSA scores</p>	<p>9th Grade English Teacher, Reading Interventionist</p>	<p>IReady & CERT renewal from the district Reading Intervention teacher</p>
		<p>Activity: Writing – English teachers will guide staff members in a variety of writing strategies to be implemented across the disciplines.</p>	<p>Student Samples</p>	<p>Google Drive Submission/English Teachers</p>	<p>N/A</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy/ Classroom Activities</p>	<p>Activity: Reading - Teachers will utilize the CERT program to do targeted quizzes and activities in areas where students are deficient.</p>	<p>CERT scores and usage reports</p>	<p>English, Science, and Social Studies Teachers</p>	<p>CERT Renewal from the district</p>
<p>Objective 2 By 2024, students scoring proficient/distinguished in Math will increase from 38% to 42%.</p>	<p>KCWP 2: Design and Deliver Instruction Classroom Activities</p>	<p>Activity: Intervention – Students with identified as significantly below grade level in math will work with a math interventionist to work on fundamental skills</p>	<p>iReady scores, CERT scores, KSA scores</p>	<p>Math Department, Math interventionist</p>	<p>Math intervention teacher</p>
		<p>Activity: Math Concepts Implementation – Math teachers will work in PLCs with strategic planning in the implementation of basic mathematical computations related to their content.</p>	<p>PLC minutes</p>	<p>Math Department</p>	<p>N/A</p>
	<p>KCWP 4: Review, Analyze, and Apply Data/Classroom Activities</p>	<p>Activity: Common Assessments – All math teachers will implement common assessments designed to monitor student growth. The Edulastic software program will be used to create and monitor assessments and student data.</p>	<p>Student test data</p>	<p>Math Department, Math interventionist</p>	<p>Edulastic Software licenses</p>

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 16% to 48%, in Social Studies from 44% to 60% and from 49.4% Writing On Demand/50.5% Editing Mechanics to 64% On Demand/74% Editing Mechanics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, students scoring proficient/distinguished in Science will increase from 16% to 32%.	KCWP4: Review, Analyze, and Apply Data/Classroom Activities	Activity: CERT Science – All 10 th and 11 th grade students will, on a regular basis, use an online, self-paced program to improve science skills in preparation for the ACT (CERT)	Teacher tracking; CERT scores & usage report, KSA scores	Science Department, science/math interventionist	CERT renewal
Objective 2 By 2024, students scoring proficient/distinguished in On Demand Writing will increase from 49.4% in On Demand to 55% and 50.5% Editing & Mechanics to 62%.	KCWP2: Design and Deliver Instruction/Classroom Activities	Activity: School-Wide Writing Initiative – All teachers will submit one (1) student writing piece per trimester that has come from a common lesson plan developed by the English department.	Google form tracking; student samples from school-wide Google Drive	English Department	N/A
		Activity: PEEL Method - Teachers will be retrained in the PEEL Method and students will focus on argumentative writing.	Student samples	English Department	N/A
Objective 3 By 2024, students scoring proficient/distinguished in Social Studies will increase from 44% to 52%.	KCWP2: Design and Deliver Instruction/Classroom Activities	Activity: Reading - Teachers will utilize the CERT program to do targeted quizzes and activities in areas where students are deficient. Improvement in reading scores would directly improve Social Studies scores.	CERT Scores, KSA scores	Social Studies department	N/A

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the schools 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, African American students scoring proficient/distinguished in Reading will increase from 41% to 51% and from 29% to 44.1% in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, African American students scoring proficient/distinguished in Reading will increase from 41% to 46%.	KCWP 2: Design and Deliver Instruction	Activity: Intervention – Embedded reading and/or math intervention program to provide support for struggling students and allow for more individualized instruction.	Student performance	English, Science, and Social Studies departments	District intervention positions
Objective 2 By 2024, African American students scoring proficient/distinguished in Math will increase from 29% to 36%.	KCWP 5: Design, Align, and Deliver Support	Activity: Homework Help – After-school program, offered twice per week, designed to help students maintain educational growth	Student sign-in sheets	Math teacher, math/science interventionist, Homework Help Teachers	ESSER

4: English Learner Progress

Goal 4: By 2026, the English Learner Progress Indicator will increase from 24.1/medium to 45/very high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, the English Learner Progress Indicator will increase from 24.1/medium to 31.0 high.	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <i>(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)</i>	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release, School Report Card, ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds
		<i>Champion of Idea (MS and HS Curriculum)</i>			

5: Quality of School Climate and Safety

Goal 5: By 2026, the Quality of School Climate and Safety will increase from our current status of 63.2/medium to 68.0/very high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, the Climate index will improve from 65.4 to 68.6.	KCWP 6: Establishing Learning Culture and Environment	All of our students know our school environment is one of inclusiveness because our slogan is “Family. Respect. Success.” Continue to remind students of those three at each assembly.	Higher scores on the three lowest survey questions.	School-wide Administration Infinite Campus reports to monitor referrals, attendance, and grades.	N/A
		Implemented check-and-connect groups to be intentional this year with each student having a mentor who checks in with them for academics, social, and emotional health.	Higher scores on the three lowest survey questions. Decrease in students failing classes	School-wide Administration	N/A
		Our Family Resource Youth Service Center coordinator helps to remove barriers for students and families.	Higher scores on the three lowest survey questions. Decrease in students failing classes.	School-wide Administration Infinite Campus reports to monitor referrals, attendance, and grades.	N/A
Objective 2: By 2024, the Safety Index will improve from 61.0 to 71.	KCWP 6: Establishing Learning Culture and Environment	Implemented check-and-connect groups to be intentional this year with each student having a mentor who checks in with them for academics, social, and emotional health.	Higher scores on the three lowest survey questions. Decrease in students failing classes and increased student attendance.	School-wide Administration Infinite Campus reports to monitor referrals, attendance, and grades.	N/A

6: Postsecondary Readiness (High School Only)

Goal 6: By 2026, the Transition Readiness rate indicator will increase from 93.4% to 102% and move high to very high status.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, the Transition Readiness rate indicator will increase from 93.4% to 98.8% to move to very high status.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Activity: Transition Facilitator – Transition Facilitator will meet with all seniors to guide/discuss plans for future.</p>	<p>CCR Spreadsheet Accountability</p>	<p>Transition Facilitator</p>	<p>District/School funded</p>
		<p>Activity: Advanced classes to accelerate toward college-preparedness – Dual Credit, Advanced Placement, EC3 Career Pathways, Industry Certifications</p>	<p>Administrators, Counselors, & CTE teachers</p>	<p>Counselors</p>	<p>N/A</p>
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Activity: Career Major Completion – CTE teachers, Transition Facilitator, and counselors will strategically schedule students to ensure completion of career majors.</p>	<p>Spreadsheet Accountability</p>	<p>CTE Teachers, Transition Facilitator</p>	<p>N/A</p>
		<p>Activity: EOP Test Preparation- CTE students taking the EOP test will participate in Focus 40 sessions to prepare them for the EOP exam.</p>	<p>Spreadsheet Accountability</p>	<p>CTE Teachers</p>	<p>Lavec funds/EOP test prep materials</p>
		<p>Activity: ICEV Test – Offer the industry certification test to those students who do not pass the EOP as another opportunity to become career ready.</p>	<p>Spreadsheet Accountability</p>	<p>Transition Facilitator CTE Teachers</p>	<p>District/School Funded for 23-24</p>
		<p>Activity: KYOTE Test - Utilize the math interventionist to work with seniors who need to KYOTE test to reach benchmark.</p>	<p>KYOTE Scores</p>	<p>Math interventionist</p>	<p>Math intervention position</p>

7: Graduation Rate (High School Only)

Goal 6: By 2026, the average 4-year cohort and 5-year Graduation Rate indicator will increase from the current 96.3% to 97%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the average 4-year cohort and 5-year cohort graduation rate will maintain at high status and increase to 96.6%.	KCWP 5: Design, Align, and Deliver Support	Activity: APEX Credit Recovery – Students who are deficient in credits required for graduation can utilize APEX to recover credits	Administrators & Counselors	Counselors	District Funded
		Activity: FRYSC Assistance – The FRYSC will provide assistance to students by removing the non-academic barriers that impede academic success.	FRYSC Coordinator	FRYSC personnel	N/A
		Activity: Focus 40 – Special Education teachers will meet with their students on their caseload twice each week to monitor academic performance and ensure they are on track for graduation.	Google Tracking Sheet	Special Education Department	N/A
		Activity - Summer School - Offer credit recovery through summer school for students unable to meet graduation requirements during the traditional school year	Credit completion/transcripts	Summer School personnel	Summer school funding