

## 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

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.

No tested area was above 23% for combined P/D on KSA No students in any sub category scored distinguished in Science on KSA Writing scores decreased for all students by 31% in the P/D category
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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.

1.) Weekly PLC agendas and notes, Assignment Review Protocol, continued professional development, coaching sessions between principal/teacher, district and building walkthroughs
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Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	34.0	-8.2
State Assessment Results in science, social studies and writing	25.2	-7.8
English Learner Progress		
Quality of School Climate and Safety	57.3	+2.1
Postsecondary Readiness (high schools and districts only)	78.1	+1.3
Graduation Rate (high schools and districts only)	89	-1.1

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
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.	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, Baldridge, etc.</i> ).	Describe the actionable steps the school will take 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.): <ul style="list-style-type: none"> <li>By 2026 PCHS will increase the percentage of students scoring Proficient/Distinguished in Reading from 23% (2023) to 33%.</li> <li>By 2026 PCHS will increase the percentage of student scoring Proficient/Distinguished in Math from 13% (2023) to 23%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring Proficient/Distinguished on KSA reading from 23% to 26%.	<b>KCWP 1: Design and Deploy Standards</b> <b>KCWP 5: Design, Align and Deliver Support</b> <ol style="list-style-type: none"> <li>Curriculum Specialists to work with reading teachers to implement the new High Quality Instructional Resource.</li> <li>Purchase and implementation of Mastery Connect assessment program</li> </ol>	<ul style="list-style-type: none"> <li>Implementation of new reading series.</li> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> <li>Continue use of ESS daytime waiver</li> </ul>	<ul style="list-style-type: none"> <li>High Quality Instructional Resource implemented in classrooms with fidelity.</li> <li>Evidence of series usage in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Building Administrative walkthroughs</li> <li>Data from Mastery Connect</li> <li>ESS teacher logs</li> </ul>	PRI- mastery connect District- new curriculum ESS
Objective 2 Increase the percentage of students scoring Proficient/Distinguished on KSA math from 13% to 16%.	<b>KCWP 1: Design and Deploy Standards</b> <b>KCWP 5: Design, Align and Deliver Support</b> <ol style="list-style-type: none"> <li>Curriculum Specialists to work with math teachers to implement the new High Quality Instructional Resource.</li> <li>Purchase and implementation of Mastery Connect assessment program</li> </ol>	<ul style="list-style-type: none"> <li>Implementation of new math curriculum.</li> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>High Quality Instructional Resource implemented in classrooms with fidelity.</li> <li>Evidence of series usage in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Building Administrative walkthroughs</li> <li>Data from Mastery Connect</li> <li>ESS teacher logs</li> </ul>	PRI- mastery connect District- new curriculum ESS

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

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"> <li>By 2026, PCHS will increase the percentage of students scoring Proficient/Distinguished in Science by 30% overall.</li> <li>By 2026, PCHS will increase the percentage of students scoring proficient/distinguished in Social Studies from 15% (2023) to 25%.</li> <li>By 2026, PCHS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics from 13% (2023) to 23%</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1 Science</b> Increase the percentage of students scoring Proficient/Distinguished on KSA 15% overall.	KCWP 1 Design and Deploy Standards	<ul style="list-style-type: none"> <li>Science teachers will work through standards to design lessons for effective implementation.</li> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> <li>Continue use of ESS daytime waiver</li> </ul>	PLC Meeting Minutes Walkthroughs	Admin team, PLC minutes, Leadership Committee	PRI- mastery connect ESS
<b>Objective 2 Social Studies</b> Increase the percentage of students scoring Proficient/Distinguished on KSA from 15% to 18%.	KCWP2 Design & Deliver Instruction	<ul style="list-style-type: none"> <li>Social Studies teachers are viewing sample curricula in order to best choose a new curriculum for next year</li> <li>SS teachers are attending specialized PD to incorporate the standards in meaningful ways</li> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> <li>Continue use of ESS daytime waiver</li> </ul>	PLC Meeting Minutes Walkthroughs	Admin team, PLC minutes, Leadership Committee	PRI- mastery connect District- new curriculum ESS
<b>Objective 3 Writing</b> Increase the percentage of students scoring	KCWP 5 Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> <li>ELA department is conducting a staff PD for how to teach students how to write]</li> </ul>	PLC Meeting Minutes Walkthroughs	Admin team, PLC minutes, Leadership Committee	PRI- mastery connect ESS

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"><li>By 2026, PCHS will increase the percentage of students scoring Proficient/Distinguished in Science by 30% overall.</li><li>By 2026, PCHS will increase the percentage of students scoring proficient/distinguished in Social Studies from 15% (2023) to 25%.</li><li>By 2026, PCHS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics from 13% (2023) to 23%</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Proficient/Distinguished on KSA from 13% to 16%.		<ul style="list-style-type: none"><li>- Writing is being taught across all content areas in intentional ways</li><li>- Give predictive assessment using Mastery Connect.</li><li>- Teachers use item bank from Mastery Connect with formative assessments.</li><li>- Continue use of ESS daytime waiver</li></ul>			

### 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 Reading HS students with an IEP: decrease the percentage of students scoring Novice on KSA from 86% to 76%.	<b>KCWP 1: Design and Deploy Standards:</b> Curriculum specialists will support implementation of the new reading curriculum.  <b>KCWP2 Design &amp; Deliver Instruction</b> Curriculum specialist and building admin will support implementation of new reading curriculum through specialized professional learning opportunities	<ul style="list-style-type: none"> <li>Reading curriculum specialists will design and implement professional learning around the new reading curriculum.</li> <li>Learning experiences for students with IEP individualized to meet their specific needs</li> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> <li>Continue use of ESS daytime waiver</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of new curriculum with fidelity</li> <li>Multiple opportunities for students to engage with grade level appropriate work</li> </ul>	<ul style="list-style-type: none"> <li>Building Administrative walkthroughs</li> <li>District Administrative walkthroughs</li> <li>Data collected from walkthrough document</li> </ul>	District PRI- mastery connect ESS
Objective 2 Math HS students with an IEP: decrease the percentage of students scoring Novice on KSA from 73% to 63%.	<b>KCWP 1: Design and Deploy Standards:</b> Curriculum specialists will support implementation of the new reading curriculum.  <b>KCWP2 Design &amp; Deliver Instruction</b> Curriculum specialist and building admin will support implementation of new reading curriculum through specialized professional learning	<ul style="list-style-type: none"> <li>Math department will work with district math person to design and implement professional learning around the new reading curriculum.</li> <li>Learning experiences for students with IEP individualized to meet their specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of new curriculum with fidelity</li> <li>Multiple opportunities for students to engage with grade level</li> </ul>	<ul style="list-style-type: none"> <li>Building Administrative walkthroughs</li> <li>District Administrative walkthroughs</li> <li>Data collected from walkthrough document</li> </ul>	District PRI- mastery connect ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	opportunities  <b>KCWP 5: Design, Align and Deliver Support</b> Extend School Services (ESS)	<ul style="list-style-type: none"> <li>Give predictive assessment using Mastery Connect.</li> <li>Teachers use item bank from Mastery Connect with formative assessments.</li> <li>Continue use of ESS daytime waiver</li> </ul>	<p>appropriate work</p> <ul style="list-style-type: none"> <li>Interventionist data tracking</li> </ul>		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, ELL students will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  EL students will progress 0.5 level on the ACCESS assessment.	<b>KCWP 5: Design, Align and Deliver Support</b>  EL & Migrant Assistant	<ul style="list-style-type: none"> <li>EL assistants are trained through KDE to work with ELL students.</li> <li>Evaluate English learning support programs to improve student acquisition of the English language.</li> </ul>	<ul style="list-style-type: none"> <li>EL assistant trained</li> <li>ACCESS assessment</li> </ul>	<ul style="list-style-type: none"> <li>EL Coordinator meeting monthly with the EL assistant regarding progress</li> <li>Program review completed and selected</li> </ul>	\$0
	<b>KCWP 5: Design, Align and Deliver Support</b>  Reading Interventionist	<ul style="list-style-type: none"> <li>Implementing Tier system with both enrichment as well as extra help during Crew time based on assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Mastery Connect data</li> <li>Interventionist data tracking and assessments</li> </ul>	<ul style="list-style-type: none"> <li>Principals &amp; Interventionist reviewing data at least once every 6-weeks</li> </ul>	



5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, PCHS will increase the Climate Index from 60.1 to 80. By 2026, PCHS will increase the Safety Index from 54.4 to 75.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 PCHS will increase the school climate index from 60.1 to 65	KCWP 5: Design, Align and Deliver Support	-Include access to multiple mental health professionals. -Wellness Wednesdays in Crew - Enrichment opportunities to develop climate and culture and team aspect	-Increased score on climate survey -Improve student indicators in the early warning tool. -Improved behavior data	-Meetings with mental health professionals to evaluate effectiveness of availability to students. -Student surveys of Wellness Wednesdays and Enrichment Opportunities	District
Objective 2 By 2024 PCHS will increase the school safety index from 54.4 to 65	KCWP 5: Design, Align and Deliver Support	-Address all areas of attention identified by School Safety Officer -Work with District Safe Schools Coordinator to implement emergency procedures	-Improve student indicators in the early warning tool. -Graduation Rate -Safety Index -MTSS Meeting Minutes	-Use safety reports to evaluate building safety -Survey staff and students to gauge feelings on safety.	\$0

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By 2026, PCHS will increase the Post Secondary Readiness score from 78.1 to 81.1					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 PCHS’s Post Secondary Readiness score will increase from 78.1 to 79.1	KCWP 5 Design, Align, Deliver Support Processes	-Utilize all available methods to make students post secondary ready -Increase parent/guardian awareness of what it means	-Evaluation tool created for utilizing all methods. -Parent meetings planned and held where PSR is discussed	-Administrators will work with CTE Coordinators and District CTE point of contact to continuously evaluate our PSR.	\$0

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By 2026, PCHS will increase the graduation rate from 90.3 to 93.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 BY 2024 PCHS graduation rate will increase from 90.3 to 91.3	KCWP 5 Design, Align, Deliver Support Processes	-Continue work with Dropout Prevention Coordinator -Survey students to see perceived reasons for dropping out -Work on climate and culture to increase a sense of belonging in students which will lead to less desire to drop out.	- Less students dropping out each year.	Administration, Guidance Counselors, and Dropout Prevention Coordinator	District for salary of Dropout Coordinator