

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.

Science will be a targeted area for us because that is the only core content area that we did not show growth.

The amount of students scoring Novice in the KSA assessment in Reading (22%), Math (25%), Science (42%), and Social Studies (22%) continues to be a target area that we would like to decrease across all content areas.

Maintaining all of our scores and finding ways to continue to show growth will be a priority. Our last year's KSA data shows that we are moving in the right direction in all areas except one, so we would like to continue that growth. Right now, it is difficult to maintain the way that the current system is set up with growth points, so we want to make sure that we are continuing to improve after having two very strong years.

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.

A process that we want to focus on this school year is using data in our PLCs.

A practice that we want to focus on is common assessments.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	67.1	+4.3
State Assessment Results in science, social studies and writing	57.7	+3.7
English Learner Progress		
Quality of School Climate and Safety	67.0	+3.8
Postsecondary Readiness (high schools and districts only)	96.9	-0.4
Graduation Rate (high schools and districts only)	96.3	0.0

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
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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, 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: By 2028, students scoring proficient/distinguished in Reading will increase from 55% to 67% and in Math from 42% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, students scoring proficient/distinguished in Reading will increase from 55% to 65%.	KCWP 3: Design and Deliver Assessment Literacy/ Classroom Activities	Activity: Reading -- Teachers will utilize the CERT program to do targeted quizzes and activities in areas where students are deficient.	CERT scores and usage reports	English, Science, and Social Studies Teachers	CERT Renewal from the district
		Activity: Reading -- Teachers will utilize the Pear Assessment (formally Edulastic) program to do targeted quizzes and analyze assessment data.	Pear Assessment (common assessment) scores	English teachers	Pear Assessment is purchased by the district
	KCWP 4: Review, Analyze, and Apply Data/Classroom Activities	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. There will be resources, activities, and technology used to offer this remediation.	iReady Scores; CERT Scores; Master Schedule	9 th Grade English Teacher, Reading Interventionist	IReady & CERT renewal from the district Reading Intervention teacher Title I
		Activity: Reading Targeted Groups -- English teachers will use CERT scores to provide specialized Focus 40 sessions.	CERT scores	English Teachers	CERT Renewal from the district
Objective 2 By 2025, students scoring proficient/distinguished in Math will increase from 42% to 52%	KCWP 2: Design and Deliver Instruction Classroom Activities	Activity: Intervention -- Students identified as significantly below grade level in math will work with a math interventionist to work on fundamental skills. There will be resources, activities, and technology used to offer this remediation	iReady scores	Math Teachers	Math intervention teacher Title I
		Activity: Math Concepts Implementation -- Math teachers will work in PLCs with strategic planning in the implementation of basic mathematical computations related to their content. Additional training for teachers, technology, and programs may be needed throughout the year.	PLC minutes; Assessment results	Math Department	Title I

Goal 1: By 2028, students scoring proficient/distinguished in Reading will increase from 55% to 67% and in Math from 42% to 55%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply Data/Classroom Activities	Activity: Common Assessments – All math teachers will implement common assessments designed to monitor student growth. The Pear Assessment program will be used to create and monitor assessments and student data.	Student test data	Math Teachers	Pear Assessment is purchased by the district

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

Goal 2: By 2028, students scoring proficient/distinguished in Science will increase from 6% to 20%, Social Studies will increase from 47% to 60%, and Writing will increase from 53% to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, students scoring proficient/distinguished in Science will increase from 6% to 12%.	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	Science Department	CERT renewal
Objective 2: By 2025, students scoring proficient/distinguished in Social Studies will increase from 47% to 53%.	KCWP 3: Design and Deliver Assessment Literacy/ Classroom Activities	Activity: Common Assessment – Teachers will work together to create and give assessments that are aligned with KSA.	Teacher Assessment Tracking; PLC minutes	Social Studies Department	Pear Assessment (District funded)
	KCWP2: Design and Deliver Instruction/Classroom Activities	Activity: Project Based Learning-- Teachers will be trained in and implement Project Based Learning. Additional resources and supplies may be needed for projects.	Lesson Plans; PBL Projects	Social Studies Department (and other departments that may collaborate with the Social Studies department); PBL support staff (New Tech Network coach, district support)	New Tech Network (District funded) Title I
Objective 3: By 2025, students scoring proficient/distinguished in Writing will increase from 53% to 63%.	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 and school-wide writing folders	English Department	N/A
		Activity: PEEL Method - Teachers will be retrained in the PEEL Method and students will focus on argumentative	School-wide Writing Folders	All teachers	Title I

Goal 2: By 2028, students scoring proficient/distinguished in Science will increase from 6% to 20%, Social Studies will increase from 47% to 60%, and Writing will increase from 53% to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		writing. Each classroom will have a PEEL poster to reference.			

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 2025, African American students scoring proficient/distinguished in Reading will increase from 42% to 52%.	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. Additional resources and supplies may be needed for intervention.	Student performance	English & Math Department	District intervention positions Title I
	KCWP 1: Design and Deploy Standards	Activity: Assessment Analysis –When KSA scores are released, PLC meetings with all administrators will take place to reflect on scores to revise practices.	Meeting Agenda	Administrators and district support	District Funded (Pear Assessment)
Objective 2 By 2023, African American students scoring proficient/distinguished in Math will increase from 31% to 41%.	KCWP 5: Design, Align, and Deliver Support	Activity: Extended School Services – After-school program, offered twice per week, designed to help students maintain educational growth.	Student sign-in sheets and grade progress	ESS coordinator and teachers	ESS Federal Program
	KCWP 2: Design and Deliver Instruction	Activity: Focus 40 Sessions – Forty minutes of extra help every Tuesday and Thursday to all students needing extra help.	Student sign-in sheets	All teachers	N/A

4: English Learner Progress

Goal 4: By 2026, the English Learner Progress status/level will increase from 24.1/medium to 45/very high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the English Learner Progress status/level will increase from 60.9/Very High to 73 Very High.	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	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

5: Quality of School Climate and Safety

Goal 5: By 2026, our Quality of School Climate and Safety Indicator score (QSCS) will go from 67.0/High to 68.0/Very High.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, our Climate Index will go from 68.8 to 69.8.	KCWP 6: Establishing Learning Culture and Environment	Activity: Mission Statement – All of our students know our school environment is one of inclusiveness because our slogan is “Family. Respect. Success.”	Studer Survey and School Climate Survey	All staff members	N/A
		Activity: Parent Nights – We host opportunities for our students’ families to attend and be a part of the success of our school.	Attendance at Parent Nights	Administration and staff members	Title I
	KCWP 6: Establishing Learning Culture and Environment	Activity: Check and Connect – We have 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.	Participation during Check and Connect	All staff members	N/A
Objective 2: : By 2025, our Safety Index will go from 65.1 to 66.2.	KCWP 6: Establishing Learning Culture and Environment	Activity: Visibility – Our partnership with the Radcliff Police Department means that we have a police officer on site at all times. The officers, administrators, and staff members make themselves visible during the school day.	Studer Survey and School Safety Survey	School Resource Officer(s), administrators, and staff members	District

6: Postsecondary Readiness (High School Only)

Goal 6: By 2028, the Transition Readiness rate indicator will increase to 97%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the Transition Readiness rate indicator will increase from 96.5 to 97.5.	KCWP 5: Design, Align, and Deliver Support	Activity: Transition Facilitator – Transition Facilitator will meet with all seniors to guide/discuss plans for future.	CCR Spreadsheet Accountability	Transition Facilitator	District funded
		Activity: Advanced classes to accelerate toward college-preparedness – Dual Credit, Advanced Placement, EC3 Career Pathways, Industry Certifications	Administrators, Counselors, & CTE teachers	Counselors	N/A
	KCWP 4: Review, Analyze, and Apply Data	Activity: Career Major Completion – CTE teachers, Transition Facilitator, and counselors will strategically schedule students to ensure completion of career majors.	Spreadsheet Accountability	CTE Teachers, Transition Facilitator	N/A
		Activity: EOP Test Preparation - CTE students taking the EOP test will participate in Focus 40 sessions to prepare them for the EOP exam.	Spreadsheet Accountability	CTE Teachers	EOP test prep materials from Pear Assessment (District funded)
		Activity: ICEV Test – Offer the industry certification test to those students who do not pass the EOP as another opportunity to become career ready.	Spreadsheet Accountability	Transition Facilitator CTE Teachers	SS CTE
		Activity: KYOTE Test - Utilize the math interventionist to work with seniors who need to KYOTE test to reach benchmark.	KYOTE Scores	Math interventionist	Math intervention position

7: Graduation Rate (High School Only)

Goal 7: By 2025, the average 4-year cohort and 5-year Graduation Rate indicator will maintain the current rate of 96.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the average 4-year cohort and 5-year cohort graduation rate will maintain at 96.3%.	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	FRYSC Budget
		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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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 on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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:

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

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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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