

## 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.

1. Communicate and implement a sustainable system for reviewing, analyzing, and applying data results in reading and math.
2. Utilize data to design and deliver interventions specifically at tier 2 to students in reading and math.
3. Collaborate to establish a culture that is inclusive and accessible for all students.

### 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. We will ensure assessments are high quality, aligned to standards, and result in quality data. We will interpret and act on student learning results to design and implement tier 2 interventions. Develop student knowledge of their own data so they can be actively involved in making decisions about their learning.
2. Design assessments to provide valid and congruent data to inform placement in Tier 2 interventions.
3. Develop and implement character education curriculum to improve social emotional learning among students.

### Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	52.2	-7
State Assessment Results in science, social studies and writing	64.5	7.8
English Learner Progress	38.3	10.8
Quality of School Climate and Safety	58.1	-.1
Postsecondary Readiness (high schools and districts only)	107.9	7
Graduation Rate (high schools and districts only)	95.3	-.8

**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 <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 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 (State your reading and math goal.): KSA reading and math indicator for the 2024 assessments will increase so that reading improves from 46 to 53.2 and math improves from 37 to 46.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure systems allow students to know their data so they are actively involved to make decisions about their own learning.	Build student knowledge of data	Development of individual data slides	HCHS students will complete data slides every quarter and after every formative assessment and present a complete academic picture by the end of the 23-24 school year.	Occurs every quarter by advisory teachers, advisory team leaders, and administrators.	\$0
		Conversations with counselors and principals about interpreting data and making decisions based on the data.	Counselors will meet with individual students and will hand-schedule students based on a variety of data points including MAP and CERT assessments.	School Counselors document meetings and students are scheduled appropriately based on their data.	\$0
	Improve the knowledge of staff so they are able to assist students in developing their knowledge about their own data.	Use professional development time to develop individual data sheets for each teacher.	Completion of individual data sheets for each teacher at the end of each quarter so that by the end of the year teachers have improved knowledge of student academic, behavior, and attendance data.	Teachers participate in grade level team meetings with information gathered from their data sheets.	\$0
		Counselors will use corporate assessment data as a basis for conversations with students and	Counselors have increased knowledge of how MAP and CERT scores help predict	Counselors have document evidence of using this knowledge to help both students and parents understand	\$0

		scheduling of students in both tier 1 and 2 math and reading.	student proficiency on KSA and on ACT subject tests.	scheduling decisions at both tier 1 and 2.		
<p>Objective 2 At least 80% of students will have their instructional needs met through Tier 1 universal instruction with intentional use of scaffolding and differentiation.</p>	<p>Use of formative and summative assessment data as well as behavior and attendance data to properly schedule students for Tier 1 instruction.</p>	<p>Realign tier 1 schedules of math students in grades 9-11 so that students are receiving appropriately scaffolded instruction based on multiple data points.</p>	<p>Student data indicates students at all levels improved achievement in math.</p>	<p>PLCs will analyze formative and summative data.  Department coordinators, principals, and counselors will monitor progress report and quarterly grades.</p>	\$0	
		<p>Design and implement an English 1 and 2 curriculum at all levels so that students receive balanced instruction in both grammar and reading curriculums.</p>	<p>Student data indicates students at all levels improved achievement in reading.</p>		<p>Corporate data on MAP and CERT will indicate improved student achievement in reading and math.</p>	\$0
	<p>Improved use of both summative and formative data to target students between 50<sup>th</sup>-69<sup>th</sup> percentiles for Tier 2 interventions to move those students to proficiency on KSA and benchmarks in ACT reading and math.</p>	<p>Administrators and counselors will design and implement improved processes for analyzing student achievement data in order to make appropriate scheduling choices for students in Tier 1 and 2.</p>	<p>Student data indicates students at all levels improved achievement in reading and math.</p>	<p>PLCs will analyze formative and summative data.  Department coordinators, principals, and counselors will monitor progress report and quarterly grades.</p>	<p>Corporate data on MAP and CERT will indicate improved student achievement in reading and math.</p>	<p>\$0</p>
		<p>Teachers will utilize evidence based instructional practices to design and implement appropriately scaffolded instruction.</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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 2024 KSA reading and math assessment results will indicate the achievement gap between economically disadvantaged students compared to all other students and African American students compared to all other students will be narrowed.	Ensure data is used to meet the needs of all students so they are moved appropriately through the tiers of intervention, grouped and regrouped, and scheduled appropriate to their current achievement levels and growth needs.	Administrators and counselors will design and implement improved processes for analyzing student achievement data in order to make appropriate scheduling choices for students in Tier 1 and 2.  Teachers will utilize evidence based instructional practices to design and implement appropriately scaffolded instruction.	Achievement gap for two sub populations narrows.	PLCs will analyze formative and summative data.  Department coordinators, principals, and counselors will monitor progress report and quarterly grades.  Corporate data on MAP and CERT will indicate improved student achievement in reading and math.	\$0
Objective 2 2024 Graduation rate will indicate a narrowing in the gap between all students and students in the following sub populations: Hispanic, 2 or more races, and students with disabilities.	Ensure data is used to meet the needs of all students so they are moved appropriately through the tiers of intervention, grouped and regrouped, and scheduled appropriate to their current achievement levels and growth needs.	Administrators and counselors will design and implement improved processes for analyzing student achievement data in order to make appropriate scheduling choices for students in Tier 1 and 2.  Teachers will utilize evidence based instructional practices to design and	Graduation rate among sub populations improves.	Notes from RTI meetings, grade level team meetings, and counselor conversations.	\$0



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implement appropriately scaffolded instruction.			
		Individualized conversations with school counselors to analyze data and progress towards post-secondary goals.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): EL Progress will on the 2024 ACCESS assessment will improve from 38.3 to 41.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will receive at least 5 hours of Tier 2 intervention with a focus on providing supports for proficiency on the ACCESS assessment.	EL teachers will collaborate in a PLC for ongoing review of EL student’s data including academic and behavior data in order to design and implement appropriate interventions for ACCESS.	EL students are scheduled in a Tier 2 intervention class.	HCHS EL students will meet their goal of 41.3 on the 2024 ACCESS test.	PLC minutes, EL teacher meeting with district coordinator.	\$0
		EL teachers provide differentiated supports for content area classroom teachers.			
		EL teachers provide targeted interventions to support EL students in their achievement in the content areas.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): 2024 Quality of School Climate and Safety results will indicate at least 43% of students respond positively that students at our school respect one another’s differences. 2024 Quality of School Climate and Safety results will indicate at least 42% of students respond positively that bullying is not a problem at HCHS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 HCHS will prioritize character education as one of the ways to develop positive interactions between students.	Staff will begin phase 1 of character education training beginning January 2024.	January 2, 2024 Professional development continuing through August 2024 when implementation will begin. (Character Strong)	Staff will be equipped to provide character education curriculum to students by August 2024.	PD agendas	\$0
Objective 2 HCHS will create structures to provide opportunities for social emotional learning and student supports.	HCHS will create a student and staff panel that will analyze root causes of issues between students and work to establish expectations and possible procedures to provide support systems to address these issues.	Develop a schedule and create agendas for panel meetings.	Clear identification of root causes, creation of activities and supports to address those causes.	Panel meeting notes	\$0

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): HCHS will maintain its postsecondary readiness indicator of 107.9 in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Appropriately utilize post-secondary readiness opportunities appropriate to individual students based on the student’s post-secondary plans.	Create structures that promote post-secondary success for all students in academic and/or career readiness.	Provide numerous opportunities for students to demonstrate post-secondary readiness in reading and/or math throughout junior and senior years.	HCHS maintains or improves post-secondary readiness indicator in 2024.	Academic and CTE assessment data	\$0
		Provide the supports for individual students to demonstrate post-secondary success in a CTE pathway throughout all grade levels.			

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): HCHS 5 year cohort graduation rate will improve from 96.3 to 97.3 in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 HCHS will address the achievement gap in sub categories in order to improve graduation rate.	Ensure data is used to meet the needs of all students so they are moved appropriately through the tiers of intervention, grouped and regrouped, and scheduled appropriate to their current achievement levels and growth needs.	Administrators and counselors will design and implement improved processes for analyzing student achievement data in order to make appropriate scheduling choices for students in Tier 1 and 2.	Increased graduation rate.	Notes from RTI meetings, grade level team meetings, and counselor conversations.	\$0
		Teachers will utilize evidence based instructional practices to design and implement appropriately scaffolded instruction.			
		Individualized conversations with school counselors to analyze data and progress towards post-secondary goals.			

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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?</p> <p><b>Response:</b> Professional development (RTI that Works in March 2024); EL teachers work as a PLC with district EL coordinator to identify what students need to know, analyze data to see how well they know it, and design interventions based on that data.</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> At the district and school level, appropriate resources are allocated based on EL population and needs. Example: HCHS now employs 2 full time EL teachers.</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<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.</p> <p><b>Response:</b> Classroom observations, PLC agendas, and student data analysis.</p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<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?</p> <p><b>Response:</b> EL students need target support in content learning and language development. HCHS incorporates intentional and separate intervention classes for EL students.</p>
<p>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.</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 (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"/>
Response to Intervention best practices	Solutiontree.com/rti-at-work	<input type="checkbox"/>
Compliment assessment information with additional formal and informal measures of student performance to ensure appropriate decision making.	(Hosp et al., 2011; Linan-Thompson & Ortiz, 2009; Liu, Ortiz, Wilkinson, Robertson, & Kushner, 2008; Wilkinson et al., 2006)	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

### 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>
<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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<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>

### CSI Evidence-based Practices

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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.

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