

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
 - Achievement Gap
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - Achievement Gap
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Explanations/Directions

| Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
|---|---|--|--|--|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | 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</i> , <i>Shiple</i> y, <i>Baldrige</i> , etc.). | Describe the actionable steps that will occur 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.): By the end of the 2027-2028 school year, the percentage of students scoring proficient and distinguished will be: Middle School: Reading – 45 Math – 40 High School: Reading – 55 Math – 50 | | | | | |
|---|--|--|---|--|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>By the end of the 2025-2026 school year, the following percentage of students will score at the proficient/distinguished level in reading and math as measured by the KSA.</p> <p>Middle: Reading - 40 Math - 30</p> <p>High: Reading - 50 Math - 47</p> | <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review and Analyze, and Apply PL Data</p> | <p>Targeted intervention groups in both reading and math based on Tier 1 formative assessment data, Tier 1 summative assessment data, and MAP benchmark data.</p> <p>ESS services for students who are struggling and/or failing math or english.</p> <p>Dedicated time in the day for Tier 2 and Tier 3 intervention (FOCUS period).</p> <p>Clearly defined learning targets with success criteria that are aligned to appropriate grade level standards.</p> <p>PLC meetings where teachers will review student data to determine what interventions or enrichments need to take place.</p> <p>Implementation of Thinking Strategies and the Workshop model throughout the building.</p> | <p>Administrative instructional walkthrough feedback.</p> <p>PLC review of formative/summative assessment data, and MAP assessment data</p> <p>Reduction in the number of students needing Tier II, and Tier 3 academic intervention.</p> | <p>Weekly administrative walkthroughs</p> <p>Weekly PLC meetings in subject departments along with bi-monthly vertical department meetings that include both middle school and high school teachers.</p> | <p>Funds for Books & Stipends for teachers to set essential standards and design unit plans, lesson plans, and assessments directly aligned to the identified essential standards for each subject.</p> |

2: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 2: By the end of the 2027-2028 school year, the percentage of students who receive *free & reduced* lunch scoring proficient and distinguished will be:
Middle School: Reading – 45 Math – 40
High School: Reading – 55 Math – 50

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|--|---|--|
| By the end of the 2025-2026 school year, the following percentage of students who receiving free and reduced lunch will score at the proficient/distinguished level in reading, math, science, social studies, and writing as measured by the KSA. Middle: Reading - 40 Math - 40 High: Reading - 48 Math - 35 | <u>KCWP 4: Review, Analyze and Apply Data</u> | MTSS model implemented so that students receive grade level support as well as remedial work. Students are pulled during FOCUS time (Tier II and Tier III) to receive additional support. Targeted intervention groups in both reading and math based off of Tier 1 formative assessment data, Tier 1 summative assessment data, and MAP benchmark data ESS services for students who are struggling and/or failing. Clearly defined learning targets with success criteria that is aligned to appropriate grade level standards. | Administrative instructional walkthrough feedback. PLC review of formative/summative assessment data, and MAP assessment data Reduction in the number of students needing Tier II, and Tier 3 academic intervention. | Weekly administrative walkthroughs Weekly PLC meetings in subject departments along with bi-monthly vertical department meetings that include both middle school and high school teachers. | Funding for RTI Scheduler System Stipends for teachers to set essential standards and design unit plans, lesson plans, and assessments directly aligned to the identified essential standards for each subject. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|---|--------------------|---------------------|---------|
| | | PLC meetings where teachers will review student data to determine what interventions or enrichments need to take place. | | | |

3: Quality of School Climate and Safety

| Goal 3 - BMHS - Currently, 73% of students disagree with the following statement, “Bullying is NOT a problem for this school.” By the 2027-2028 school year, less than 20% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.” | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| BM/HS: By the end of 2025-2026 school year, less than 40% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.” | KCWP 6: Establishing Learning Culture and Environment | Character Strong Tier 1 Curriculum (including unit on cyber-bullying) | A decrease in referrals for bullying | Monthly review of all referral data by Assistant Principal and Principal | Funding for Character Strong |
| | | Tier 2 Social Emotional Behavior groups based on Character Strong Curriculum with Assistant Principal & Counselor | A decrease in negative interactions between students. | Quarterly review of TigerPRIDE PBIS Data for student rewards by Counselor, Assistant Principal, and Principal | Funding for Character Strong |
| | | Implementation of our TigerPRIDE PBIS system school wide. | | | |

4: Graduation Rate (high school only)

| Goal 4 (State your postsecondary goal.): By the end of the 2027-2028 school year, the percentage of students that graduate with their four and five year cohort will be 100%. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: To have a graduation rate that is at 100% following the four and five year cohorts at the end of the 2025-2026 school year. | KCWP 5: Design, Align and Deliver Support | The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to | Students completing their required courses and identifying a next step after graduation | Credit audits conducted by Credit Recovery Teacher and Transition Coordinator each semester. | None |

| Goal 4 (State your postsecondary goal.): By the end of the 2027-2028 school year, the percentage of students that graduate with their four and five year cohort will be 100%. | | | | | |
|---|----------|--|---|--|-----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | discuss postsecondary goals and develop a plan for transition readiness. | | | |
| | | The school counselor and credit recovery teacher meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion. The counselor, credit recovery, assistant principal, and principal use the Persistence to Graduation Report in IC. | Students complete required courses and attain on-grade level status in our credit recovery program. | Plans are reviewed on a quarterly basis by the Credit Recovery teacher and Transition Coordinator. | Funding for Edgenuity |

5: Post Secondary Readiness5

| Goal 5 (State your post secondary readiness goal.): | | | | | |
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| By the end of 2027-2028 school year, 90% of graduating students will be transition ready as determined by the KY School Report Card. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By spring of 2026, 85% of graduating students will qualify as transition ready. | KCWP 6: Establishing Learning Culture and Environment | The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness. The coordinator also schedules field trips to Gateway and the Campbell Co. ATC for all 10th graders to consider for their 11th - 12th Grade year. | Students completing their required courses and identifying a next step after graduation | The Transition Coordinator meets monthly to review where students are in their graduation plan. Transition Coordinator also coordinates all work through the Campbell County ATC and Gateway. | None |
| | | The school counselor and credit recovery teacher meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion AND transition readiness. | Students complete required courses and attain on-grade level status in our credit recovery program. | Plans are reviewed on a quarterly basis by Credit Recovery teacher and School Counselor. | Funding for Edgenuity |
| | | For students not qualifying for transition readiness through college or career pathways, our school intentionally plans learning experiences to help prepare them for success on KYOTE and/ or SAT to combat the need for remedial courses upon entering post-secondary institutions. | Students meet benchmarks on KYOTE and/or ACT assessments. | KYOTE is administered throughout the year to give students multiple opportunities to attain transition readiness through KYOTE. | Instructional Funds |

| Goal 5 (State your post secondary readiness goal.): | | | | | |
|---|----------|--|---|---------------------|---------|
| By the end of 2027-2028 school year, 90% of graduating students will be transition ready as determined by the KY School Report Card. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | The implementation of a work based learning program beginning in January of 2025 allows our students to become transition ready through real world professional work experience. | Work site visits and review of student work/timesheets. | | |