

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldrige, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Improvement Priority # 1: Develop, implement and monitor explicit common expectations that lead to non-negotiable practices (e.g., evidence-based instructional strategies) for Tier 1 instruction aligned with the Kentucky Academic Standards (KAS).

Improvement Priority #2: Leverage the school's instructional vision to refine, implement and monitor a Professional Learning Community (PLC) process that systematically uses student and teacher data (e.g., walkthroughs, evaluations, formal and informal assessments) to guide instructional decision making, strengthen instructional practices and ensure instructional strategies are responsive to individual learner needs.

Objective(s):

Reading:

By May of 2027 Achievement Gap will go from 12% to 15% P/D for ML students on KSA Reading. (MS)

By May of 2027 Achievement Gap will go from 5% to 8% P/D for ML students on KSA Reading. (HS)

Math:

By May of 2027 Achievement Gap will go from 10% to 13% P/D for ML students on KSA Math. (MS)

By May of 2027 Achievement Gap will go from 6% to 9% P/D for ML students on KSA Math. (HS)

Strategy:

KCWP #4: Establish PLCs that include a reliable and consistent set of student and instructional data sources, a structured feedback loop that allows teachers to share input on PLC sessions, instructional strategies and overall effectiveness to inform teaching and learning within PLCs to reduce student achievement gaps.

Activities:

1. Provide professional learning for stakeholders to deepen understanding of successful PLCs. (IP#2)
2. Develop and implement a PLC protocol that includes internalization, intellectual prep, and data analysis and is designed to reduce student achievement gaps (IP#2)

3. Provide time for PLC teams to meet to internalize vertical alignment focused on High Quality Instructional Resource (HQIR). (IP#2)
4. Intentional scheduling for Multi-Lingual Learners (ML) students to ensure equitable intervention/enrichment opportunities. (IP#2)
5. Establish and maintain an intentional data system that is individualized to track each student's progress on a continual basis and is used in conjunction with a multi-tiered system of support. (IP#2)
6. Engage in professional learning for administration and counselors at Innovative Schools to provide support for ML students. (IP#2)
7. Engage in professional learning for administration at the National Summit for Continuous Improvement to provide support for building leaders and their efforts to develop systems through improvement cycles. (IP#2)
8. Create a structure to provide students with tools and opportunities to increase academic achievement. (IP#1)
9. In order to successfully implement the turnaround plan, establish additional service pay for turnaround team members to support the continuous improvement efforts necessary to meet the academic needs of the school. (IP#2)

Progress Monitoring:

1. The effectiveness of the professional learning will be monitored by the Admin and Turnaround Team by reviewing PLC Minutes monthly.
2. Administration and coaches will monitor the effectiveness of the PLC protocol through weekly attendance at PLCs, PLC minutes, data analysis evidence, and walkthrough data.
3. Admin, PLC leads and coaches will monitor the effectiveness of vertical PLCs through quarterly PLC minutes and walkthrough data.
4. Admin and counselors will monitor the effectiveness of the master schedule to support ML students yearly.
5. Administrators and teachers will review student learning progress (diagnostics, screeners, HQIR assessments, common/formative assessments, and district vital signs) monthly to plan tiered instruction.
6. Data updates will be shared during monthly administrative meetings connecting the use of instructional resources and strategies as it relates to supports for ML students.
7. Data updates will be shared during monthly administrative meetings connecting the use of continuous improvement strategies and cycles as it relates to systems of continuous improvement in the turnaround work.
8. The Leadership Team will review the academic data of math and reading courses monthly.

9. Administration will review PLC and walkthrough data monthly to monitor the effectiveness of continuous improvement efforts.

Funding:

1. SIF Grant: (\$72,300) - For professional learning extra service pay
2. General Fund: \$0 - Administrator Task
3. SIF Grant: (\$63,000) - For extra service pay
4. General Fund: \$0 - Administrator Task
5. SIF Grant: (\$11,500) - Screen w/mount; Panorama license
6. SIF Grant: (\$23,500) - Innovative Schools Conference
7. SIF Grant: (\$23,500) - National Summit for Continuous Leadership Conference
8. SIF Grant: (\$45,500) - for student hardware tools
9. SIF Grant: (\$20,250) - For turnaround team extra service pay

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Reading:

By May of 2029, Reading will increase from 24% to 39% P/D for all middle school students on KSA.

By May of 2029, Reading will increase from 16% to 31% P/D for all high school students on KSA.

Math:

By May of 2029, Math will increase from 18% to 33% P/D for all middle school students on KSA.

By May of 2029, Math will increase from 9% to 24% P/D for all high school students on KSA.

Objective(s):

Reading:

By May of 2027, Reading will go from 24% to 27% P/D for all middle school students on KSA.

By May of 2027, Reading will increase from 16% to 19% P/D for all high school students on KSA.

Math:

By May of 2027, math will increase from 18% to 21% P/D for all middle schools students on KSA.

By May of 2027, math will increase from 9% to 12% P/D for all high school students on KSA.

Strategy:

KCWP #2: Establish an instructional vision that includes explicit, common expectations for Tier 1 instruction aligned to the KAS, including non-negotiable instructional practices to increase student academic achievement.

KCWP #2: Align classroom walkthrough tools and look-fors with the established Tier 1 instructional expectations and implement consistent monitoring processes, including timely feedback and coaching cycles to support implementation fidelity across classrooms.

Activities:

1. Develop and communicate an instructional vision that includes school-wide non-negotiables for Tier 1 instruction. (IP#1)
2. Provide professional learning for teachers, admin, coaches, students etc. on the non-negotiables (HQIR, High-Yield Instructional Strategies (HYIS), scaffolding, etc.) (IP#1)
3. Implement and monitor the effectiveness of the instructional vision. (IP#1)
4. Align and develop Marion C. Moore (MCM) walkthrough tool with new improvement priorities (IP#1)

5. Create a Professional Development (PD) plan that provides training for admin on coaching and feedback as it connects to our Improvement Priorities (IPs) and MCM walkthrough tool (IP#1)
6. Develop a PD plan to increase teacher understanding of coaching and feedback. (IP#1)
7. Develop the Instructional Leadership Team (ILT) to review assessment data, assess allocation of resources to enable implementation of HQIRs, and review the curriculum implementation framework. (IP#1)
8. Intentionally partner with families and community members to maximize students' math, literacy and Journey to Success learning experiences through real-world contexts. (IP#1)
9. Engage in professional learning for administration, coaches and teachers at the National Coalition of Teachers in Mathematics to provide support for evidence based instructional strategies for tier 1 instruction in math courses. (IP#1)
10. Engage in professional learning for administration, coaches and teachers at HIVE to provide support for evidence based instructional strategies and curriculum for tier 1 instruction in English Language courses. (IP#1)

Progress Monitoring:

1. The Turnaround Team will utilize surveys and meeting minutes (PLCs, Academy, Instructional, Faculty, etc.) monthly to ensure the instructional vision is communicated to all stakeholders.
2. Admin review stakeholder pre (July)-and post (August) learning feedback to ensure understanding of the non-negotiables.
3. Admin and coaches conduct weekly walkthroughs to ensure implementation and review student Common Formative Assessment (CFA) data monthly to determine student academic achievement.
4. Admin team and turnaround team will monitor the effectiveness of the MCM Walkthrough tool monthly
5. Executive Admin and coaches will review admin feedback quarterly.
6. Coaches and turnaround team members review teacher feedback quarterly.
7. ILT will quarterly review assessment data, budget, and curriculum implementation framework.
8. Administrators monitor participation rates quarterly to determine stakeholder engagement.
9. Data updates will be shared during monthly administrative meetings connecting the use of tier 1 evidence based instructional strategies provided by data as it relates to student academic achievement in math.
10. Data updates will be shared during monthly administrative meetings connecting the use of tier 1 evidence based instructional strategies provided by data as it relates to student academic achievement in reading.

Funding:

1. General Fund: \$0 - Administrator Task
2. SIF Grant (\$53,200) - Extra service pay for summer
3. General Fund: \$0 - Administrator Task
4. General Fund: \$0 - Administrator Task
5. SIF Grant: (\$2,759) - ALM professional learning
6. SIF Grant: (\$2,759) - ALM professional learning
7. Title 1: \$1000
8. Title 1: \$5000 math; \$5000 reading
9. SIF Grant: (\$23,500) - National Coalition of Teachers in Mathematics Conference
10. SIF Grant: (\$23,500) - HIVE Conference

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Postsecondary Readiness

Three- to Five-Year Goal:

By May of 2029, all students will increase in achievement in Post Secondary Readiness from 65.6% (May 2025) to 80%.

Objective(s):

By May of 2027, we will increase our post-secondary readiness from 65.5% to 70%.

Strategy:

KCWP 4: Implement a systematic process that ensures the regular review, analysis, and use of student progress to inform next steps.

Activities:

1. Communicate the Data Management Center (DMC) monthly Post Secondary Readiness (PSR) data and individual student plans to stakeholders. (IP#2)
2. Encourage students to enroll in Advanced Placement (AP) & dual credit courses. (IP#2)
3. Provide Career & Technical Education (CTE) resources for all pathways, Work Based Learning (WBL), CTE dual credit & Industry certifications. (IP#2)
4. Engage in professional learning for coaches and teachers at Deeper Learning to provide support for students in their progress toward Journey to Success for Post-Secondary Readiness. (IP#2)
5. Engage in professional learning for administration, coaches and teachers at National Career Academy Coalition to provide support and tools for all staff around the National Standards of Practice (NSOP) to increase student outcomes and better connect post-secondary readiness to career opportunities. (IP#2)

Progress Monitoring:

1. Academy coach, instructional Coaches or leads, Resource Teacher, Interventionist, Academy Principal, Counselor, Executive Principal monitor the PSR data and individual student plans monthly.
2. Counselors, Master scheduler, Academy Principal, Exec principal will monitor course enrollment numbers yearly.
3. Counselors, CTE Lead, Academy Principal, Exec Principal will quarterly monitor the use of the resources to determine the effectiveness of the support for students.
4. Data updates will be shared during monthly administrative meetings connecting the use of Journey to Success and Project-based Learning as it relates to support for students for post-secondary readiness and exhibition of learning.
5. Data updates will be shared during weekly Academy planning meetings connecting the use of academic and attendance data as it relates to student outcomes and connections to career opportunities.

Funding:

1. General Fund: \$0 - Administrator Task
2. General Fund: \$0 - Administrator Task
3. Carl Perkins CTE funds
4. SIF Grant: (\$23,500) - Deeper Learning Conference
5. SIF Grant: (\$23,500) - National Career Academy Coalition Conference

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Staff response to the IMPACT question, “*how effectively do school leaders communicate important information to teachers?*” will increase from 45% (Dec 2025) to (70%) by 2029.

Objective(s):

By May of 2027, the percentage of staff who respond on the Impact Survey that school leaders effectively communicate important information to teachers will increase from 45% to 58%.

Strategy:

KCWP 6: Develop and implement a communication system to ensure a culture of shared goals and objectives.

Activities:

1. Develop a system to deliver clear, concise communication to all stakeholders. (IP#1)
2. Develop a system to communicate expectations and accountability for staff (e.g., Non-negotiables, coaching & feedback expectations, PLC expectations). (IP#1)

Progress Monitoring:

1. The turnaround team will run a monthly review of staff perception and Plan-Do-Study-Act (PDSA) cycle data.
2. The turnaround team will run a monthly review of staff perception and PDSA cycle data.

Funding:

1. General Fund: \$0 - Administrator Task
2. General Fund: \$0 - Administrator Task

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.