

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 school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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, Shipley, Baldrige, etc.</i>).	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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1: Increase the number of students scoring proficient or above in KSA Reading from 36.1% to 43.1% and KSA Math from 19.7% to 25.7% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Reading (36.1%) by 3% by 2022.	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 KCWP 6: Establishing Learning Culture and Environment	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funding / Allocations / Title 1
		Curriculum Planning: PLC leadership will support our teachers in the implementation of KAS reading and composition standards.	Documented support	Data Tracking Sheets	General School Funding / Allocations
		Striving Readers Grant - KLIP & Literacy Design Collaborative (LDC) Teams: The KLIP and LDC Teams will be delivering professional development to help teachers integrate reading and writing strategies throughout the building. In partnership with Literacy Specialists from KDE, pilot teams at CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities.	Documented support RI Growth Lesson Planning in PLCs Classroom Observations	Observation/Review Individual Teacher Learning Logs Internal KDE support PLC documentation	Grant Funded
		Professional Learning Communities (PLCs): PLC leadership will provide training and	Observations MTSS Monitoring Coaching Observations	Data Analysis PLC documentation	General School Funding / Allocations / Title 1

		support to work with the teachers in PLC's to improve instructional practices through rigor, engagement, and instructional strategies. PLCs have been implemented for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement. In addition, through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom.	Common Assessments Data Analysis		
		Google Data Tracking Sheets Document: All teachers are tracking their data in a Google tracking document. We will measure the progress of our students using common assessment, district benchmark data and the ACT. This data will be used to make instructional decisions to promote proficiency.	Review of progress of students on tracking sheet	Google Data Tracking Sheet	No Funding Required
		Curriculum Leadership Team: Monthly curriculum meetings led by the principal and instructional staff focusing professional learning community data analysis and response protocols.	School teams engage in data-driven decision making to support quality instruction	CCHS Priority Plan PLC implementation	General School Funding / Allocations
Increase the percentage of students scoring proficient or	KCWP 1: Design and Deploy Standards	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with	Documented support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funding / Allocations / Title 1

above in Math (19.7%) by 2% by 2022.	• KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 6: Establishing Learning Culture and Environment	action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.			
		Curriculum Planning: PLC leadership will support our teachers in the implementation of KAS mathematics standards.	Documented support	Data Tracking Sheets	General School Funding / Allocations
		Striving Readers Grant - KLIP & Literacy Design Collaborative (LDC) Teams: The KLIP and LDC Teams will be delivering professional development to help teachers integrate reading and writing strategies throughout the building. In partnership with Literacy Specialists from KDE, pilot teams at CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities.	Documented support RI Growth Lesson Planning in PLCs Classroom Observations	Observation/Review Individual Teacher Learning Logs Internal KDE support PLC documentation	Grant Funded
		Professional Learning Communities (PLCs): PLC leadership will provide training and support to work with the teachers in PLC's to improve instructional practices through rigor, engagement, and instructional strategies. PLCs have been implemented for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as	Observations MTSS Monitoring Coaching Observations Common Assessments Data Analysis	Data Analysis PLC documentation	General School Funding / Allocations / Title 1

		monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement. In addition, through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom.			
		Google Data Tracking Sheets Document: All teachers are tracking their data in a Google tracking document. We will measure the progress of our students using common assessment, district benchmark data and the ACT. This data will be used to make instructional decisions to promote proficiency.	Review of progress of students on tracking sheet	Google Data Tracking Sheet	No Funding Required
		Curriculum Leadership Team: Monthly curriculum meetings led by the principal and instructional staff focusing professional learning community data analysis and response protocols.	School teams engage in data-driven decision making to support quality instruction	CCHS Priority Plan PLC implementation	General School Funding / Allocations

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or above in science and writing by 5% each year through May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Science (16.8%) by 3% by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funds / Allocations
		Curriculum Planning: District curriculum planning and pacing for SSA.	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; ACT Science Mastery Prep Scores; PLC Documents; CCHS Priority Plan Meetings	General School Funds / Allocations
		Mastery Prep Implementation: Implement Mastery Prep Prescriptive Curriculum with fidelity	Increased proficiency on the SSA	ACT Science Mastery Prep Scores; Teacher Observations; Lesson Plans	General School Funds / District Initiative Funding
		Literacy Strategies: Employ TCT Modules and LDC Modules in regular instruction	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; PLC Documents; CCHS Priority Plan Meetings; Striving Readers Initiative	General School Funds / Allocations; Grant Funded Initiative
		STEMScope Curriculum: Employ STEMScopes program to give students a hands-on experience with science exploration.	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; CCHS Priority Plan Meetings	District Funded Initiative
Increase the percentage of students scoring proficient or above in Writing (72.6%) by 2% by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funds / Allocations
		New Computer Assessment: Continue working with new electronic format and technology upgrade	Increased proficiency on the On-Demand Writing & Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding

		Individual Goal Setting: On-Demand Writing goal setting conversations; one-on-one feedback with school-wide writing interventionist	Increased proficiency on the On-Demand Writing & Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding; General School Funds / Allocations
		SpEd Accommodations: On-Demand Writing Accommodations Day for Students	Increased proficiency on the On-Demand Writing and Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	General School Funds / Allocations
		Modeling Effective Lessons: Writing interventionist will model On-Demand Writing strategies for teachers and students; teachers should implement strategies in classroom	Increased proficiency on the On-Demand Writing and Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding; General School Funds / Allocations

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
Increase the number of African American students scoring proficient or above in KSA Reading from 19.3% to 25% by 2022 and KSA Math from 6% to 10% by 2022.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General Funding / Allocations
		Engaged Learners: Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.	Increased Accountability Scores in 10th grade reading, 10th grade math, Post-Secondary Readiness numbers, ACT scores, and overall, graduation rate.	Admin Support Monitoring Calendar; Curriculum Leadership Meetings; Progress Monitoring Evaluations; PGES / Coaching	Title 1 Funding for Resources
		Conferencing / Name & Claim: One-on-One Student Conferencing	Increased Accountability Scores in 10th grade reading, 10th grade math, Transitional Readiness numbers, ACT scores, and overall, graduation rate.	Data Tracking Spreadsheets; Monthly Priority Plan Accountability Meetings	Title 1 Funding for Resources
		Progress Monitoring / MTSS: Individual Student Progress Monitoring through the Support of an MTSS Team (fosters students emotionally, socially, and academically)	Improved culture; Higher Graduation Rate; Less failures	MTSS Spreadsheet; Google Form to Monitor Student Emotional, Social, and Academic Progress; Weekly Failure Listing	General School Funding / Allocations / Title 1

4: Transition Readiness

Goal 5: Increase the Post-Secondary Readiness Score from 56% to 71% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Post-Secondary Readiness Score from 56% to 60% by 2022.	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 KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / 5X Monitoring Classroom Observations	General Funding / Allocations
		CTE Pathways: Explore providing pathways and industry certifications that are responsive to workforce needs.	Number of Pathways	Pathway Completions	District Funding
		Individual Learning Plan: Monitoring and updating ILP	Pathway completions	Review of ILPs	Instructional Budget
		National Career Clusters: Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, and Gateway Academy to Innovation and Technology.	Student participation	Enrollment numbers Pathway completions	Instructional Budget
		Student Tracking: Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation	Increased number of students graduating	At-risk reports Attendance Discipline	General Funding / Allocations
		Advanced Placement & Dual Credit Opportunities: Provide opportunities for students to	Increased number of students participating in AP and Dual Credit	Student performance data	General Funding / Allocations; Local

		participate in Advanced Placement courses.	Courses to receive college credit			Secondary Institution Support
		School Counselor: High schools utilize school counselors to provide college and career counseling.	Student Graduation	Transcript audits Advisory	General fund allocation	
		CTE Collaboration for Career Readiness: EOPA Benchmark/Industry Certification Plans and Data Reviewed Develop formative/interim assessments for each CTE program to benchmark student progress toward success on EOPA, and industry certification (if applicable)	Greater percentage of students who are Transitional Ready	EOPA scores and Industry Certification results; Transitional Readiness Percentage	Grant Funded; General Funding / Allocations	

6: Graduation Rate

Goal 6: Increase the 4 year and 5 year average Graduation Rate from 94.7% to 98.7% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the 4 year and 5 year average Graduation Rate from 94.7% to 96.7% by 2022.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / 5X Monitoring Classroom Observations	General Funding / Allocations
		Progress monitoring for on-target graduation: Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tyler Pulse data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school.	Greater awareness of tools available to staff who are responsible for monitoring and ensuring student success and progress toward graduation	Sign-ins; agendas from trainings Percentage of ILP's completed	General Funding / Allocations
		Career Pathways: Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP.	Increased knowledge of appropriate implementation of ILP	Sign-ins; agenda from training Transcript audit results	General Funding / Allocations
		Communication: Communication regarding graduation requirements will take place through a variety of	Greater public awareness of	Evidence of communication, such as newspaper clipping, Board agenda, etc.	General Funding / Allocations / Title 1

		means including, but not limited to: board policy, parent meetings, newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and news and social media.	graduation requirements		for Parent Engagement
		Advisory Time: High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.	Students will remain on-track for academic and career-pathway success	Master Schedule Advisory period rosters	General Funding / Allocations
		Focus and Finish: Alternative pathway to graduation will be offered at both high schools. Work to eliminate barriers to graduation.	Students in non-traditional graduation program will graduate	Focus and Finish rosters and schedule	General Funding / Allocations