

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.

Identifying a significant need in the area of math. As noted by the data 16.4 on the ACT - down from 17.1 in 2021. KSA data shows less students in the areas of distinguished and novice in math (Distinguished from 2.2% in 2021 to 1% in 2022, Proficient from 20.1% in 2021 to 11% in 2022)
Writing is another area of concern with more students scoring novice - 18.8% in 2021 to 37% in 2022 and dropping distinguished scores from 16.7% in 2021 to 3% and proficient from 35% in 2021 to 29% in 2022.

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.

Design lab (PLCs) meet weekly to review content/evidence that KY Academic Standards are being used in the curricula.
Supporting teachers with content team time, curriculum map building and building common district assessments that are balanced.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics		
State Assessment Results in science, social studies and writing		
English Learner Progress		
Quality of School Climate and Safety		
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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	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.	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.

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
objectives for each goal.	<i>Six Sigma, Shipley, Baldrige, etc.).</i>				

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase the average combined reading and math proficiency ratings for all students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design and Deliver Instruction	Establish a process to ensure congruency is present between standards, learning targets, and assessment measures	Instructional Process Weekly Lesson Plans Curriculum Maps Pacing Guides Interim writing assessment ACT Prep	Monitor regularly through May 2025	
		Establish a process to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	Common Curriculum Maps Common Assessments Pacing Guides	Monitor regularly through May 2025	
		Establish a process to ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	PLC Meetings Instructional Process Walkthroughs Observation	Monitor regularly through May 2025	
		Equip students with skills and practices to increase reading comprehension: question, predict, analyze, summarize, connect	Student performance on regular formative reading assessments School wide reading plan established by February 2024	Monitor regularly through May 2025	
		Equip students with skills to determine author’s purpose, tone, and mood of texts in a variety of genres.	Student performance on regular formative reading assessments	Monitor regularly through May 2025	
Objective 2	KCWP 4: Review, Analyze and Apply Data	Senior/Sophomore students will take the ACT in the Fall. Juniors will take in the Spring. All students will take ACT	ACT comparisons State and national benchmarks Improvements made from years to year	Monitor regularly through May 2025	

Goal 1 (State your reading and math goal.): Increase the average combined reading and math proficiency ratings for all students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practice tests when not taking the real ACT			
		Assess with formative and summative assessments that are aligned to the standards and learning targets	Common Assessments Standard Based Unit Assessments	Monitor regularly through May 2025	
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Admin Walkthroughs Mini Observations Summative Observation Lesson Plans Instructional Process Peer Feedback/Video Lessons	Monitor regularly through May 2025	
		Make a list of the students that are testing novice and distribute that list to teachers so that they can use the data to assist those students	Students future performance on state testing Community Assessment growth	Monitor regularly each year through May 2025	
		Determine the numbers - how many students are in each category	Students future performance on state testing	Monitor regularly each year through May 2025	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the average combined writing and science SAI for all students					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design and Deliver Instruction	Establish a process to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	Common Curriculum Maps Common Assessments Pacing Guides	Monitor regularly through May 2025	
		Establish a process to ensure congruency is present between standards, learning targets, and assessment measures	Instructional Process Weekly Lesson Plans Curriculum Maps Pacing Guides	Monitor regularly through May 2025	
		Establish a process to ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	PLC Process Data Community Assessments	Monitor regularly through May 2025	
		Provide opportunities for student writing in real-world forms for real-world purposes; encourage students to write for audiences beyond the classroom setting (resumes, editorials, blogs, etc.)	Student products School wide writing	Monitor regularly through May 2025	
		Sophomore students will take the ACT in the Fall	State and national benchmarks Improvement from years past	Monitor regularly through May 2025	
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Principal Walkthroughs Mini Observations Summative Observation Lesson Plans Instructional Process	Monitor regularly through May 2025	

Goal 2 (State your science, social studies, and writing goal.): Increase the average combined writing and science SAI for all students					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Peer Feedback/Video Lessons		
		Assess with formative and summative assessments that are aligned to the standards and learning targets	Common Assessments Standard Based Unit Assessments	Monitor regularly through May 2025	
Objective 2	KCWP 5: Design, Align and Deliver Support	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	ESS attendance	Monitor regularly through May 2025	
		Credit Recovery program	Edgenuity completion of certain courses	Monitor regularly through May 2025	
		21 st Century Grant - Tutoring	Percentage of students attending & growth of student performance	Monitor regularly through May 2025	

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 Increase the average combined reading and math proficiency ratings for all students in the gap groups	KCWP 2: Design and Deliver Instruction	Establish a process to ensure congruency is present between standards, learning targets, and assessment measures	Itemized assessment analysis in PLCs	Monitor regularly through May 2025	
		Establish a process to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	Common Curriculum Maps Common Assessments Pacing Guides	Monitor regularly through May 2025	
		Establish a process to ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	Progress Monitoring Data PLC Process Data Retreats	Monitor regularly through May 2025	
	KCWP 4: Review, Analyze and Apply Data	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Lesson plans station teaching (co-teach setting, accommodations, SDI, SAS and modifications within the classroom)	Monitor regularly through May 2025	
	KCWP 6: Establishing Learning Culture and Environment	Ensure students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g self-control, perspective taking, conflict	Implementation of Restorative Care	Monitor regularly through May 2025	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		resolution) to help them act responsibly in the academic setting			
		Ensure effective service learning (e.g., Internships/Co-op, Ready to Work, Volunteerism, Youth Leadership Councils, BETA Club, and KYA), which includes student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection	Work Readiness Program that places students are based on and aligned with the students' IEP transition goals and career interests.	Monitor regularly through May 2025	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): NCHS will implement a full school social and emotional learning program that is differentiated to meet the needs of all students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Daily Cardinal Crew for each student	Counselor and Admin Planned Lessons	Observation Monitoring Tool		
	Whole school classroom guidance lessons via Cardinal Crew	Lesson Plans and Schedule	Needs Assessment Survey Behavior Data		
	Small group counseling for Tier 2 Intervention	Small Group Rosters	Needs Assessment Survey Behavior Data		
	Individual counseling for Tier 3 Interventions	Individual Rosters	Needs Assessment Survey Behavior Data		
	Outside counseling referrals as needed to counseling agencies	JP Interventions, Astra, REACH	Needs Assessment Survey Behavior Data		
	School-wide restorative care practices.	School Wide Discipline Data	School Wide Discipline Data		

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): We will increase our post-secondary readiness by 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase post-secondary readiness by 2025	Supporting students in meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the CPE	Practice exams Review strategies in core content Specific review in core content	Test score results		
	Making postsecondary courses available to all students	Make available dual credit information and courses offered Parent and student nights ECTC & other college partnership visits	Students grades for successful completion and recommendations		
	Make available more AP offerings	AP training for interested teachers Offer more AP classes Support Ss with AP reviews	Test score results		
	Support students with opportunities to complete a required number of hours or achieving a benchmark within an apprenticeship, cooperative, or internship that is aligned with a credential or associate degree and approved by the KBE	Work opportunities increased One on one coaching	Number of Ss employed within an approved opportunity		
	Supporting students in achieving any industry-recognized certifications, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures, or	Practice exams Review strategies in CTE classes Specific review in CTE classes	Test score results		

Goal 6 (State your postsecondary goal.): We will increase our post-secondary readiness by 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	credentials identified as high demand				

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): To Increase the graduation rate to 97% by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5: Design, Align and Deliver Support	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	ESS attendance		
		Edgenuity - Credit Recovery program using structured setup/strategies	Edgenuity completion of courses/meeting deadlines Virtual Caretaking Form		
		Academic & Transition Coaching for all grade levels	Students meeting with advisors on a monthly basis		
		Identify at-risk students within the first 3-4 weeks of school and act on student behavior and performance.	Student Data collected from IC Classroom assessments		
Objective 2	KCWP 6: Establishing Learning Culture and Environment	Develop processes to communicate with and support parents/families in order to address barriers to learning. Fall, Winter and Spring parent conferences about students, especially Seniors, who are failing one or more classes.	Face to face conferences with parents/families Phone calls Emails		

Goal 7 (State your graduation goal.): To Increase the graduation rate to 97% by 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Service learning (e.g., Internships/Co-op, Ready to Work, Volunteerism, Youth Leadership Councils, BETA Club, and KYA, and JROTC)	Student participation		
		Promote leadership opportunities among all shareholders in order to elevate a positive and supportive culture of learning	Student participation Survey Leadership Classes Student Showcases		

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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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:</p>
<p>Identification of Critical Resources Inequities:</p> <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. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>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:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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:</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"/>
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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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