

## 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
<p>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.</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 that will occur 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 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.</p>



1: Proficiency

Goal 1: To increase the school 11<sup>th</sup> grade ACT composite score from 17.9 to 20.0 in 2021-22.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the school 11 <sup>th</sup> grade ACT composite score from 17.9 to 20.0 in 2021-22.	1) Teachers will continue with laser focused specific efforts in order to prepare students for the ACT exams.	All juniors will continue to work with the ACT online program CERT. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use the educational resources provided in CERT	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$3000
		Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within instruction daily.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		Students will set a personal goal with their teachers/administration for the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		ACT prep sessions will be offered after school in the two weeks leading up to all national ACT test dates and the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		ACT prep sessions will be offered during Titan Academy days throughout the school year to help students with test taking strategies.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		In the Fall, the school board will provide juniors an opportunity to take the ACT on a national test date and pay for the exam.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$7000





### 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: To improve the score of the gap group of "2 or More Races" on the ACT Reading section from 15.3 to the state average of 18.2.	Teachers will continue with laser focused specific efforts in order to prepare students for the ACT exams.	All juniors will continue to work with the ACT online program CERT. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use the educational resources provided in CERT	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$3000
		Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within instruction daily.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		Students will set a personal goal with their teachers/administration for the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		ACT prep sessions will be offered after school in the two weeks leading up to all national ACT test dates and the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		ACT prep sessions will be offered during Titan Academy days throughout the school year to help students with test taking strategies.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		In the Fall, the school board will provide juniors an opportunity to	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$7000

		take the ACT on a national test date and pay for the exam.			
Objective 2: To improve the ACT composite score of the gap group of "2 or More Races" on the ACT from 15.9 to the state average of 17.6.	Teachers will continue with laser focused specific efforts in order to prepare students for the ACT exams.	All juniors will continue to work with the ACT online program CERT. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use the educational resources provided in CERT	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$3000
		Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within instruction daily.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		Students will set a personal goal with their teachers/administration for the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	None required
		ACT prep sessions will be offered after school in the two weeks leading up to all national ACT test dates and the March ACT.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		ACT prep sessions will be offered during Titan Academy days throughout the school year to help students with test taking strategies.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$1000
		In the Fall, the school board will provide juniors an opportunity to take the ACT on a national test date and pay for the exam.	8/11/2021-5/24/2021	Principal, assistant principals, teachers	\$7000



**4: Growth**

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

**5: Transition Readiness**

Goal 5: To improve the transition readiness (academic and career) score from 74 to 80 by 2021-22.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve the transition readiness (academic and career) score from 74 to 80 by 2021-22.	1) Students will be monitored on progress of their chosen career pathway. 2) Students will receive guidance regarding future choices of college, work force, or military options.	Course offerings will be aligned with CTE curriculum, End of Program assessment requirements and industry certification standards. School counselors will monitor selected courses taken by students during the scheduling process to ensure pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways.	8/11/2021-5/24/2021	Principal, assistant principals, counselors	None required
		Freshman, Sophomores, and Juniors will continue to work with the online program CERT and take practice assessments to help them prepare for ACT assessments. Teachers will disaggregate data to continue to guide instructional practices. Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within daily instruction.	8/11/2021-5/24/2021	Principal, assistant principals, counselors	\$3000
	Juniors will take the ACT in the fall, paid for by the board of education. Juniors will set goals for their March ACT based on CERT and previous ACT results. Staff will analyze data	8/11/2021-5/24/2021	Principal, assistant principals, counselors	\$7000	

		to address achievement gaps within content areas.			
		Students will have opportunities to take college visits to campuses to expose them to trade technical, small/private/community college, and large 4-year colleges.	8/11/2021-5/24/2021	Principal, assistant principals, counselors	\$2500

**6: Graduation Rate**

Goal 6: To improve the graduation rate goal from 98.4% to 99.0% by 2021-22.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: To improve the graduation rate goal from 98.4% to 99.0% by 2021-22.	1) Targeted interventions for at-risk students in an effort to monitor attendance, grades, and progress towards graduation.	Identify at-risk students and meet with those students on a regular basis to monitor progress towards graduation.	8/11/2021-5/24/2021	Principal, assistant principals, counselors, drop-out prevention coordinator, DPP	None required	
		Students will be educated on each pathway. They will receive information during the scheduling process as to which courses fulfill each pathway. Students will be monitored on progress toward completion of pathway.	8/11/2021-5/24/2021	Principal, assistant principals, counselors	None required	
	2) Career pathway choice and guidance/monitoring with students to ensure completion of pathways.					

**7: Other (Optional)**

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

### 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>
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<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>
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<p><b>Response:</b></p>
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<b>Identification of Critical Resources Inequities:</b>
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<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>
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<p><b>Response:</b></p>
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**Targeted Subgroups and Evidence-Based Interventions:**

**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? 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.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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**Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students**

**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:**

### 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.

### 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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
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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