

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.

We scored just ahead of the state in 2023 reading proficient/ distinguished at 50% compared to the state at 46%. Math scores in P/D were 31% for the state and 29%.

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.

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
<p>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 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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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 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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): The math goal for 23-24 is to decrease the percent of students who score novice from 29% to less than 25%. The reading goal for 23-24 is to decrease the percent of students who score novice from 23% to less than 20%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease overall novice percent from 29% to less than 25% in math.	Teachers will meet to analyze student work and leaning to determine instructional improvements. Leadership will facilitate the development of assessments. Use of Alecs math will continue.	Teachers and administrators will meet biweekly in departments to review and analyze assessments and data.	Sign in sheets are kept for each meeting on a word document. -Meeting agendas and minutes are kept on file with sign in sheets	8/29/23-5/29/24	\$0
	All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Teachers will develop and update pacing guides and post in their classrooms. Teachers will highlight pacing guides and date them when they have completed a task.	School and district administrators will perform walkthrough observations for curriculum and instructional checks.	8/29/23-5/29/24	\$0
Objective 2 Decrease overall novice percent from 23% to less than 20% in reading.	Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Teachers and administrators will meet biweekly to review and analyze assessments and data.	Sign in sheets are kept for each meeting on a word document.	8/29/23-5/29/24	\$0
	LCHS will use screeners such as Achieve 3000 regularly each year. Intervention teams will meet to discuss and	State assessment will be administered in spring Three diagnostics will be administered at the beginning, middle, and end of the school year.	Results will be analyzed in October for the spring assessment - diagnostic tests results will be used to help place students in	8/29/23-5/29/24	\$0

Goal 1 (State your reading and math goal.): The math goal for 23-24 is to decrease the percent of students who score novice from 29% to less than 25%. The reading goal for 23-24 is to decrease the percent of students who score novice from 23% to less than 20%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	develop plans for addressing student needs.		intervention/enrichment courses		

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percent of students scoring proficient and distinguished in science from 7% in 2023 to 20% in 2024. Decrease the percent of students scoring novice in social studies from 23% to below 20% in 2024. Increase the percent of students scoring proficient and distinguished from 49% in 2023 to 60% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient and distinguished in science.	Science teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Science teachers will work with PIMSER to better align the curriculum with the state standards.	The number of students scoring proficient and distinguished on the spring test.	8/29/23-5/29/24	\$0
Objective 2 Increase the number of students scoring proficient and distinguished in writing.	Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides. All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills. Administer writing screening each year. Intervention team	ELA teachers will continue to use Angela strategies to increase the understanding of the writing process and strategies.	The number of students scoring proficient and distinguished on the spring test.	8/29/23-5/29/24	\$0

Goal 2 (State your science, social studies, and writing goal.): Increase the percent of students scoring proficient and distinguished in science from 7% in 2023 to 20% in 2024. Decrease the percent of students scoring novice in social studies from 23% to below 20% in 2024. Increase the percent of students scoring proficient and distinguished from 49% in 2023 to 60% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	will meet to discuss and develop a plan.				

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 Decrease the number of males scoring novice in math.	Continue the use of Alecs math.	Work with KY Center for Mathematics to develop strategies specific to males.	Fewer males scoring novice on the state math assessment.	8/29/23-5/29/24	\$0
Objective 2 Decrease the number of males scoring novice in reading	LCHS will use screeners such as Achieve 3000 regularly each year.	ELA teachers will continue to use Angela strategies. More reading of interest to males.	Fewer males scoring novice on the state reading test.	8/29/23-5/29/24	\$0
Objective 3 Decrease the number of males scoring novice in on demand writing	Administer writing screening each year.	Continue to use Angela strategies to improve writing understanding.	Fewer males scoring novice on the state assessment.	8/29/23-5/29/24	\$0

4: English Learner Progress

Goal 4 (State your English Learner goal.): NA					
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.): Increase our index from 58.3 to 70 in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Continue increase the student feeling of safety.	Continue the Rae of Sunshine initiative.	Have guest speakers to address student issues.	Index on state survey.	08/29/23-05/29/24	\$500 Smile Club
		Do morning motivational quotes, smile box, student of the month, and other positive activities.	Index on state survey	08/29/23-05/29/24	\$0
	Have fulltime SRO	Presence in the building and at sporting events.	Index on state survey	08/29/23-05/29/24	\$0
Objective 2 Increase student comfort and sense of belonging.	Home contact	Have students receive a card home at least 1 time during the school year.	Index on state survey	08/29/23-05/29/24	\$500
	Home contact	Student receive a positive call home 1 time each year.	Index on state survey	08/29/23-05/29/24	\$0

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Our postsecondary readiness indicator was the third highest in the area. We will continue to increase this from a score of 100.2 to 105 for 2023-24.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase postsecondary score to 105.	Continue the focus on vocational school areas. Encourage students to earn certification.	Counselors will meet with vocational school students to discuss the significance to them of earning their certifications.	23-24 indicator score	8/29/23-5/29/24	\$0
Objective 2 Increase the availability of dual credit courses for our vocational school students.	Work with MCTC to offer more dual credit courses in business at the vocational school.	Counselors will meet with vocational school students to ensure that the students are taking the dual credit courses and discuss with them how those courses impact their postsecondary school options.	23-24 indicator	8/29/23-5/29/24	\$0

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Our graduation rate for 2023 was 99%. This will fall due to the number of students that we will have graduating in 2024 who will be meeting all of the state requirements but will earn an alternative diploma.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Maintain current graduation rate.	Encourage students to stay in school and graduate.	Meet with students to ensure they are on pace to graduate several times throughout their high school career.	2024 indicator	8/29/23-5/29/24	\$0
Objective 2					

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:

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

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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.

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