

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for 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>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: Increase the number of students scoring proficient or above in Reading and Math from 25.15% to 30.18% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Reading 30.6% to 32.64% by 2021.	<ul style="list-style-type: none"> 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
Increase the percentage of students scoring proficient or above in Math 19.7% to 21.01% by 2021.		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 Data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle 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	Observations RI Growth DSA Proficiency Coaching Observations Common Assessments	Data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. Data Analysis PLC documentation	General School Funding / Allocations

Goal 1: Increase the number of students scoring proficient or above in Reading and Math from 25.15% to 30.18% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>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.</p>	Data Analysis		
		<p>Professional Learning and Coaching: Embedded Professional Learning will be offered in student engagement and incorporating literacy throughout all content areas during the PLC process. Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up during TILT sessions.</p>	Documented support RI Growth Coaching Observations	Data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	General School Funding / Allocations
		<p>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</p>	Review of progress of students on tracking sheet	Google Data Tracking Sheet	General School Funding / Allocations

Goal 1: Increase the number of students scoring proficient or above in Reading and Math from 25.15% to 30.18% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment, district benchmark data and the ACT. This data will be used to make instructional decisions to promote proficiency.			
		Assessment Plan: Schools will develop assessment plans aligning to 5X monitoring utilizing consistent data points across the district	CCHS Priority Plan	Data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	General School Funding / Allocations
		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	District Funding Initiative
		Practice ACT: Administered fall 2020 and winter 2021 to all students grades 9-11 for individual goal setting and growth measure.	Data Analysis of grades 9-11 to check for baseline	Data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	District Funding Initiative
		PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time	CCHS Discipline referrals will lessen	Discipline Reports	District Funded Initiative

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or above in science, social studies, and writing from 37.5% to 45% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Science from 20.3% to 21.65% by 2021.	<ul style="list-style-type: none"> 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
Increase the percentage of students scoring proficient or above in Writing 54.7% to 58.35% by 2021.	<ul style="list-style-type: none"> 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.			
		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

Goal 2: Increase the percentage of students scoring proficient or above in science, social studies, and writing from 37.5% to 45% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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

Goal 3: Increase the number of students in the Consolidated Gap Group scoring proficient or above in Reading and Math from 14.65% to 16.155% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of African American students scoring proficient or above in Reading & math from 15.85% to 16.37% by 2021.	KCWP 2: Design and Deliver Classroom Instruction KCWP 5: Design, Align, and Deliver Support Classroom Activities	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, Transitional Readiness numbers, ACT scores, and overall, graduation rate.	Admin Support Monitoring Calendar; Curriculum Leadership Meetings; Progress Monitoring Evaluations; Deep Dive; PGES / Coaching	SIG & Title 1 Funding for Resources
		Conferencing: 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	SIG & Title 1 Funding for Resources
		Progress Monitoring: Individual Student Progress Monitoring through the Support of an RTI Team (fosters students emotionally, socially, and academically)	Improved culture; Higher Graduation Rate; Less failures	RTI Spreadsheet; Google Form to Monitor Student Emotional, Social, and Academic Progress; Weekly Failure Listing	General School Funding / Allocations
Increase the number of Students with Disabilities scoring proficient or above in combined Reading and math from 7.15% to 7.83% by 2021.	KCWP 2: Design and Deliver Classroom Instruction KCWP 5: Design, Align, and Deliver Support Classroom Activities	SpEd Accommodations: PD on Accommodations vs. Modifications SpEd Accommodation Flip Chart to All Regular Ed Teachers (@ a Fall PLC)	Increased Accountability Scores in 10th grade reading, 10th grade math, Transitional Readiness numbers, ACT scores,	Data Tracking Spreadsheets; Monthly Priority Plan Accountability Meetings	General School Funding / Allocations

			and overall, graduation rate.		
		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, Transitional Readiness numbers, ACT scores, and overall, graduation rate.	Admin Support Monitoring Calendar; Curriculum Leadership Meetings; Progress Monitoring Evaluations; Deep Dive; PGES / Coaching	SIG & Title 1 Funding for Resources
		Progress Monitoring: Individual Student Progress Monitoring through the Support of an RTI Team (fosters students emotionally, socially, and academically)	Improved culture; Higher Graduation Rate; Less failures	RTI Spreadsheet; Google Form to Monitor Student Emotional, Social, and Academic Progress; Weekly Failure Listing	General School Funding / Allocations

4: Transition Readiness

Goal 5: Increase the Transitional Readiness Score from 74.5% to 89.4% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Transitional Readiness Score from 74.5% to 79.46% by 2021. Objective 2	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 / 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
		Pathway Expansion: Expand Gateway Academy offerings with the Work-Ready Skills Grant in the recently acquired Breathitt Center.	Student enrollment	Pathway completions	Grant funded
		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
		Assessment Plan: Schools will develop assessment plans aligning to 5X monitoring utilizing consistent data points across the district.	Implementation of assessments within timeframe	Student data 5X Monitoring	Instructional Budget
		Get Real / Get Ready Initiative / Mental Mapping: Through Advisory time, students will self-select a pathway for after graduation (4-year, 2-year, Business / Industry, or Military). A hierarchy of support has	Increased student awareness of student's own learning	Anecdotal records Participation	Community Sponsors Grant Funded

Goal 5: Increase the Transitional Readiness Score from 74.5% to 89.4% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		been established to help students meet these goals through specialized information, shadowing opportunities, site visits, internships, etc... Mentoring provided by community liaisons will take place as well.			
		Progress to Graduation: Utilizing Persistence to Graduation Report and Tyler-Pulse at-risk reports 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 participate in Advanced Placement courses.	Increased number of students participating in AP and Dual Credit Courses to receive college credit	Student performance data	General Funding / Allocations; Local Secondary Institution Support
		School Counselor: High schools utilize school counselors to provide college and career counseling.	Student Graduation	Transcript audits Advisory	General fund allocation

Goal 5: Increase the Transitional Readiness Score from 74.5% to 89.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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

5: Graduation Rate

Goal 6: Increase the 4 year and 5 year average Graduation Rate from 93.2% to 97.86% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the 4 year and 5 year average Graduation Rate from 93.2% to 94.75% by 2021.	<ul style="list-style-type: none"> 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 / 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
		Get Real / Get Ready Initiative / Mental Mapping: Through Advisory time, students will self-select a pathway for after graduation (4-year, 2-year, Business / Industry, or	Increased student awareness of student's own learning	Anecdotal records Participation	Community Sponsors Grant Funded

Goal 6: Increase the 4 year and 5 year average Graduation Rate from 93.2% to 97.86% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Military). A hierarchy of support has been established to help students meet these goals through specialized information, shadowing opportunities, site visits, internships, etc... Mentoring provided by community liaisons will take place as well.			
		Communication: Communication regarding graduation requirements will take place through a variety of 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.	Greater public awareness of graduation requirements	Evidence of communication, such as newspaper clipping, Board agenda, etc.	General Funding / Allocations
		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

7: Other (Optional)

Goal 6: Provide equitable services that ensure the growth and success of all students.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the retention rate of teachers in first five years from 63% to 80% by June 2021.	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
		Employee Engagement Survey: Utilize data to create action plans to proactively address employee concerns in order to increase retention.	Increased retention	School Report Card	General Funding / Allocations
		Retention: Utilize Studer Rounding Conversations to support new teachers.	Increased retention	School Report Card	General Funding / Allocations
		Recognitions: CCHS recognizes teacher accomplishments through the living calendar in Google and on social media.	Increased retention	School Report Card	General Funding / Allocations
		New Employee Orientation: Provide tools, education, and information so that new hires feel connected and empowered from the beginning of employment.	Increased retention	School Report Card	Personnel Budget - District
		Right Start: Professional development (12 hours) for all new teachers hired in the district to orient them to the culture, instructional strategies, and classroom management.	Increased retention	School Report Card	Instructional Budget - District
		Coaching: All new teachers receive Right Start follow up coaching support, CCHS has developed a coaching model via the Danielson Framework to address all teacher's individualized needs.	Increased retention	School Report Card	Title II – District/ School N/A
Objective 2: Chronic absenteeism will decrease <u>by 1%</u> by June 2021.	KCWP 6: Establishing Learning Culture and Environment	Monitor and support: Monitor chronic absenteeism rates through monthly progress reports and chronic absenteeism report.	Decrease chronic absenteeism rates	School Report Card	General Funding / Allocations
Objective 3: The suspension rate for all students will decrease by 9% by June 2021.	KCWP 6: Establishing Learning Culture and Environment	Monitor and support: Monitor suspension rates through monthly progress reports and Tyler Pulse.	Decrease in suspension rates Tyler Pulse Discipline Report	School Report Card	General Funding / Allocations

