

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 (State your proficiency goal.): By 2022, BMHS will increase the proficiency rating in reading from 36.8% to 40% and will increase the proficiency rating in math from 27.9% to 31%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022, 40% of BMHS students will score at or above proficiency in reading.	KCWP 2	PD time given to teachers to meet as department and talk about standards and design instruction. PD time given to teachers to review lesson plans and pacing guides and adjust accordingly. This provides constant reflection on delivery and success of the lessons to prepare the students for the ACT and KSA assessment.	KSA and ACT Assessment Results from spring 2022.	Unit plans turned in by specific dates in a Google doc shared with superintendent.	0
	KCWP 4	PLC meetings (at least monthly) to analyze student data (formative and summative) in the classrooms. Discussions on data allow teachers to base next steps in the classroom on real data in real time. We also discuss, based on data, which students need pull-out sessions, remediation, and tutoring	Teachers will present data at every PLC meeting.	Teachers will present data bi-weekly at every PLC meeting.	0
	KCWP 6	Walkthroughs and TPGES sessions to ensure quality teaching is taking place in the building.	Teachers will score "A" or higher in TPGES on domains 2 and 3.	Regular walkthroughs, minis, and other observations recorded in Tassel and presented in principal meetings every Monday.	0
	KCWP 5	RTI pull out sessions designed to address individualized reading deficits.	Decrease gap group numbers of those specific student groups	KSA and ACT scores from spring 2022	0
		USA TestPrep and Mastery Prep programs used to instruct the students on the format and content of the tests. Mastery Prep test is given twice per year (fall and spring) as a true ACT practice run to familiarize the students with timing, content, and online format of the real ACT test. Mastery Prep is	Classroom grades; monitoring of program/module completion	Monitor completion of modules	MasteryPrep \$0 (provided by Four Rivers Foundation) USA TestPrep \$1000

Goal 1 (State your proficiency goal.): By 2022, BMHS will increase the proficiency rating in reading from 36.8% to 40% and will increase the proficiency rating in math from 27.9% to 31%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		used by the classroom teachers to supplement instruction and to help provide students remediation in the needed areas.			
	KCWP 5	I-Ready will be utilized to identify student weaknesses and gaps	Classroom grade; monitoring of program/module completion	I-Ready test will be given 2-3 times per year.	
Objective 2: By May 2022, 31% of BMHS students will score at or above proficiency in math.	KCWP 2	PD time given to teachers to meet as department and talk about standards and design instruction. PD time given to teachers to review lesson plans and pacing guides and adjust accordingly. This provides constant reflection on delivery and success of the lessons to prepare the students for the ACT assessment.	KSA and ACT Assessment Results from spring 2022.	Unit plans turned in by specific dates in a Google doc shared with superintendent.	0
	KCWP 4	PLC meetings (at least monthly) to analyze student data (formative and summative) in the classrooms. Discussions on data allow teachers to base next steps in the classroom on real data in real time. We also discuss, based on data, which students need pull-out sessions, remediation, and tutoring	Teachers will present data at every PLC meeting.	Teachers will present data bi-weekly at every PLC meeting.	0
	KCWP 6	Walkthroughs and TPGES sessions to ensure quality teaching is taking place in the building.	Teachers will score "A" or higher in TPGES on domains 2 and 3.	Regular walkthroughs, minis, and other observations recorded in Tassel and presented in principal meetings every Monday.	0
	KCWP 5	RTI pull out sessions designed to address individualized math skill deficits.	Decrease gap group numbers of those specific student groups	KSA and ACT scores from spring 2022.	0

Goal 1 (State your proficiency goal.): By 2022, BMHS will increase the proficiency rating in reading from 36.8% to 40% and will increase the proficiency rating in math from 27.9% to 31%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		USA TestPrep and Mastery Prep programs used to instruct the students on the format and content of the tests. Mastery Prep test is given twice per year (fall and spring) as a true ACT practice run to familiarize the students with timing, content, and online format of the real ACT test. Mastery Prep is used by the classroom teachers to supplement instruction and to help provide students remediation in the needed areas.	Classroom grades; monitoring of program/module completion	Monitor completion of modules	Mastery Prep--\$0 (funded by Four Rivers Foundation) USA TestPrep \$1000
	KCWP 5	I-Ready will be utilized to identify student weaknesses and gaps	Classroom grade; monitoring of program/module completion	I-Ready test will be given 2-3 times per year.	
	KCWP 6	Students encouraged to take ACT before the state test to familiarize themselves with the timing of the test and the types of questions. (incentives given)	Number of students who take the test prior to March 2022.	Teacher will mail letters home to families and talk about the test and incentives in the classroom to encourage students to take the test prior to March 2022.	0 (incentives donated or coming from teacher)

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2022, BMHS will increase the writing proficiency from 57.7% to 59.7% and will increase the science proficiency from 29.5% to 31.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase on-demand writing proficiency from 57.7% to 59.7% as measured by the KSA in May 2022.	KCWP 2	PD time given to teachers to meet as department and talk about standards and design instruction. PD time given to teachers to review lesson plans and pacing guides and adjust accordingly. This provides constant reflection on delivery and success of the lessons.	Increase in on-demand writing scores on 2022 test.	Unit plans turned in by specific dates in a Google doc shared with superintendent.	0
		Begin teaching MLA elements and specific writing forms and techniques in 9 th grade, building on those techniques and expanding the forms in subsequent years.	Increase in on-demand writing scores.	Teachers will present data on writing at bi-weekly PLC meetings.	0
	KCWP 4	PLC meetings (at least monthly) to analyze student data (formative and summative) in the classrooms. Discussions on data allow teachers to base next steps in the classroom on real data in real time. We also discuss, based on data, which students need pull-out sessions, remediation, and tutoring.	Teachers will present data at every PLC meeting.	Teachers will present data bi-weekly at every PLC meeting.	0
	KCWP 6	Walkthroughs and TPGES sessions to ensure quality teaching is taking place in the building.	Teachers will score "A" or higher in TPGES on domains 2 and 3.	Regular walkthroughs, minis, and other observations recorded in Tassel and presented in principal meetings every Monday.	0
Objective 2: Increase science proficiency from 29.5% to 31.5% by May 2022.	KCWP 2	Use Science News NGSS lessons on a weekly basis to develop and nurture logical thinking and writing skills required for the successful completion of the KPREP science test.	Student grades	PLC data presentations bi-weekly.	0
		Students should complete an LDC	Student grades	PLC data presentations bi-weekly.	0

Goal 2 (State your separate academic indicator goal.): By 2022, BMHS will increase the writing proficiency from 57.7% to 59.7% and will increase the science proficiency from 29.5% to 31.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		that encompasses a current Phenomena 4 times a year in each Science Class.			
	KCWP 2	PIMSER ECR Training PIMSER will come in and do PD in order to learn strategies to foster students' proficiency in constructing scientific explanations	Teachers are seen using strategies when principal does walkthroughs and observations.	PLC bi-weekly meetings where teachers talk about strategies they used from PIMSER PD.	District funds (approx. \$1000)
		Use Mastery Prep, an online platform to test ACT readiness and to remediate for the science portion of the ACT.	KSA and ACT scores from spring 2022	Student grade and monitoring of student progress on the program.	Mastery Prep--\$0 (funded by Four Rivers Foundation)

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the economically disadvantaged student gap group reading score from 29.3% to 35%; Economically disadvantaged students in math have insufficient data to set a goal.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the economically disadvantaged student gap group reading score from 429.3% to 35%.	KCWP 5	RTI pull out sessions designed to address individualized reading deficits.	Decrease gap group numbers of those specific student groups	KSA and ACT scores from spring 2022	0
		USA TestPrep and Mastery Prep programs used to instruct the students on the format and content of the tests. Mastery Prep test is given twice per year (fall and spring) as a true ACT practice run to familiarize the students with timing, content, and online format of the real ACT test. Mastery Prep is used by the classroom teachers to supplement instruction and to help provide students remediation in the needed areas.	Classroom grades; monitoring of program/module completion	Monitor completion of modules	Mastery Prep--\$0 (funded by Four Rivers Foundation) USA TestPrep \$1000
	KCWP 5	I-Ready utilized to identify student weaknesses and gaps	Classroom grade; monitoring of program/module completion	I-Ready test will be given 2-3 times per year.	

4: Growth

Goal 4 (State your growth goal.): Not applicable for high school					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase BMHS's transition rate from 86.5% to 88%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the transition rate from 86.5 to 88%		A list of students has been given to their current pathway teacher to target for Industry Certification or EOP Assessment preparation	Increase in the number of students who are CCR ready.	Pathway instructor will monitor student progress through classroom activity, iCEV program, NOCTI, or other pathway-specific testing route.	\$300
		Certain students are being targeted for Exceptional Work Experience for Transition Readiness.	Increase in the number of students who are CCR ready.	Students who have not passed an industry certification will work within their program area to obtain CCR status.	0
		Students not meeting ACT benchmarks in Math, Reading, or English are being pulled for remediation/intervention. These students will be retested with either the ACT or the KYOTE exam (or both).	Increase in the number of students who are CCR ready.	Students who need math remediation will utilize EdReady. Students identified in need of English remediation will utilize RTI time with an English teacher.	0
		The Alternately Assessed teacher has been contacted regarding moving two students toward transition readiness.	Increase in the number of students who are CCR ready.	Alt assess teacher will monitor the progress of alt assess students by classroom data.	0
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By May 2022, increase the graduation goal from 89.7 to 91.7%%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1		Counselor will complete senior audit in August 2021.	Completion of all senior audits. (documentation)	Documentation	0
		Counselor will meet with seniors who are not on track to graduate in August 2021.	Completion of task. (documentation)	Documentation	0
		Seniors not on track to graduate will be enrolled in credit recovery.	Students set up on credit recovery.	Student monitored on the A-Pex system.	District funding SBDM funding \$2000
		Counselor will meet with at-risk students (juniors and seniors).	Completion of task (documentation)	Documentation	0
		Counselor will work with seniors on graduation plan, filling out necessary applications, FAFSA, and any other needed steps.	FAFSA nights set up and counselor documentation of task completion	Documentation	0
		Counselor will complete senior audit in January 2022 and place students in credit recovery accordingly.	Completion of all senior audits with documentation	Documentation	0
Objective 2					

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) Schools

TSI 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>

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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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