



CCHS 2022-23 Phase Three: Comprehensive School Improvement Plan DUE JAN. 1

2022-23 Phase Three: Comprehensive School Improvement Plan

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Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	7

2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Increase Reading

- CCHS MTSS Plan for Reading
 - Identification of Tier 2 & 3 via Strategic MAP testing
 - School-wide Integration of Tier 1 Strategies
- Revamp PLC Process / Meetings to focus solely on instruction
 - PLAN: Teacher understanding of standards
 - Standard Alignment for instruction and tasks
 - Utilize the standards rubrics designed by KDE
 - Add Peer Observations to Unit Cycle
- Refine universal lesson plan template and review Daily Learning Targets

- Universal Language of School-wide Literacy
 - 2022-23 CCHS Writing Plan
- Intentional FLEX plan for SpEd Students
- Integrate informational reading as part of weekly Advisory Work
- Scrimmage Assessments
 - January, February and March
 - Individual Student Conversations about Scores
 - Work to Improve Student Testing Stamina
- Integrate a PGES Coaching Model w. Leadership Team to increase instructional capacity
- Focus on Vocabulary Strategies

Reduce Novice

- CCHS MTSS Plan for Reading
 - Identification of Tier 2 & 3 via Strategic MAP testing
- Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA)
 - Utilize KDE Novice Reduction Strategies

Increase Math

- CCHS MTSS Plan for Math
 - Identification of Tier 2 & 3 via Strategic MAP testing
 - CCHS MTSS Tier 2
- Revamp PLC Process / Meetings to focus solely on instruction
 - PLAN: Teacher understanding of standards
 - Standard Alignment for instruction and tasks
 - Utilize the standards rubrics designed by KDE
 - Add Peer Observations to Unit Cycle
- Refine universal lesson plan template and review Daily Learning Targets
- Intentional FLEX plan for SpEd Students
- Integrate informational reading as part of weekly Advisory Work

- Scrimmage Assessments
 - January, February and March
 - Individual Student Conversations about Scores
 - Work to Improve Student Testing Stamina
- Integrate a PGES Coaching Model w. Leadership Team to increase instructional capacity
- Focus on Vocabulary Strategies
- Utilize the KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories
 - Algebra
 - Functions
 - Number & Quantity
 - Statistics and Probability

(Insert Algebra Bootcamp after CA)

Reduce Novice

- CCHS MTSS Plan for Math
 - MAP testing to evaluate deficiencies
- Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA)
 - Utilize KDE Novice Reduction Strategies
- Resource math classes utilize KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories in conjunction

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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](#)

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

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. 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.

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CCHS CSIP 22-23		.
 Empowered by Evidence		.