

## 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.

Our quality control survey was in the red with 53.1%. This is lower than last year's score of 57.2%. This is an area of concern due to our school being small and having many supports in place.

Our science, social studies, and writing score is still at 54.7%. Though this is a one-point growth, it is not where we want to be a school.

### 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.

Our focus will be KCWP 4 and 5. We will continue our focus on data and use it to modify instruction as well as working to improve our delivery of content to best meet the needs of all students.

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	57.3	+9.2
State Assessment Results in science, social studies and writing	53.9	+.8
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	57.2	-4.1
Postsecondary Readiness (high schools and districts only)	94.2	+10.2
Graduation Rate (high schools and districts only)	95.5	-.4

## 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 <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 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.): By 2025, 70% of all students at LCHS will be performing proficient in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, the overall reading performance will increase from 43% proficient/distinguished to 57% proficient/distinguished.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect and ACT to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Establish Learning Environment and Culture: Follow ACT Plan	House Challenges based on ACT prep questioning ACT Bootcamp	Student observations Student growth on ACT score	monthly	Four Rivers Foundation/ District Funding
Objective 2 By May 2024, the overall math performance will increase from 39.4% proficient/distinguished to 53% proficient/distinguished.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by	Apex Data	weekly	Apex-District funds

Goal 1 (State your reading and math goal.): By 2025, 70% of all students at LCHS will be performing proficient in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	will receive academic supports.	reteaching content not mastered in the daily classroom.			
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect and ACT to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Establish Learning Environment and Culture: Follow ACT Plan	House Challenges based on ACT prep questioning ACT Bootcamp	Student observations Student growth on ACT score	monthly	Four Rivers Foundation/ District Funding
	Schedule adjusted for low performing students to receive an additional math time (lab) for additional instruction.	Strategies taught and retaught to students who are struggling.	Data analysis of Mastery Prep, Star and Mastery Connect	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding

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

Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students at LCHS will be performing proficient in science, social studies and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, LCHS students will move from 36% proficient/distinguished to 42% proficient/distinguished in the area of science.	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Design and Deliver Assessment Literacy-KSA Test analysis	Analysis of KSA format and questioning from 2022 assessment looking for areas of focus and testing formats to use in the future.	Student formative and summative assessment results	weekly	N/A
	Review, Analyze, and Apply Data Results: Monitoring progress on formative and summative assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Establish Learning Environment and Culture: Follow ACT Plan	House Challenges based on ACT prep questioning ACT Bootcamp	Student observations Student growth on ACT score	monthly	Four Rivers Foundation/ District Funding
	Design, Align and Deliver Support Processes: Tutoring sessions for areas of growth based on Mastery Prep sessions.	Teachers will attend Co-Op training opportunities throughout the year.	Student observations Student growth on ACT score	monthly	SBDM
		CCR time allocated daily for tutoring sessions.	Mastery Prep Data	monthly	*Mastery Prep-District funding
Objective 2 By May 2024, LCHS students will move from 33% proficient/distinguished to 52% proficient/distinguished in the area of social studies.	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Design and Deliver Assessment Literacy-KSA test analysis	Analysis of KSA format and questioning from 2022 assessment	Student formative and summative assessment results	weekly	N/A

Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students at LCHS will be performing proficient in science, social studies and writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		looking for areas of focus and testing formats to use in the future.			
	Review, Analyze, and Apply Data Results: Monitoring progress on formative and summative assessments to look for areas of needed growth and improvement. Establish Learning	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Environment and Culture: Follow ACT Plan	House Challenges based on ACT prep questioning ACT Bootcamp	Student observations Student growth on ACT score	monthly	Four Rivers Foundation/ District Funding
	Design, Align and Deliver Support Processes: Tutoring sessions for areas of growth based on Mastery Prep sessions.	Teachers will attend Co-Op training opportunities throughout the year.	Student observations Student growth on ACT score	monthly	SBDM
		CCR time allocated daily for tutoring sessions.	Mastery Prep Data	monthly	*Mastery Prep-District funding
Objective 3 By May 2024, LCHS students will move from 53% proficient/distinguished to 54% proficient/distinguished in the area of writing.	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Design and Deliver Assessment Literacy-KSA test analysis	Analysis of KSA format and questioning from 2022 assessment looking for areas of focus and testing formats to use in the future.	Student formative and summative assessment results	weekly	N/A
	Review, Analyze, and Apply Data Results: Monitoring progress on formative and summative assessments to	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding



Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students at LCHS will be performing proficient in science, social studies and writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	look for areas of needed growth and improvement. Establish Learning				

### 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 By May 2024, LCHS will reduce the percentage difference in all students and gap students on the KSA assessment in reading and math and reading by 2%.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect and ACT to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
Objective 2 By May 2024, LCHS will reduce the percentage difference in all students and gap students’ post-secondary readiness by 2%.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching	Apex Data	weekly	Apex-District funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		content not mastered in the daily classroom.			
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect, ACT, CTE assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT/CTE Assessments data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect/CTE Assessments-SBDM funds *Mastery Prep/STAR-District funding
	Review, Analyze, and Apply Data Results: Monitoring graduation requirements and progress towards graduation.	Student progress academically/CTE conferences with administration	Student completion of courses	Monthly	N/A
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
Objective 3 By May 2024, LCHS will reduce the percentage difference in all students and gap students' graduation rate by 2%.	Review, Analyze, and Apply Data Results: Monitoring graduation requirements and progress towards graduation.	Student graduation progress conferences with administration	Student completion of courses	Monthly	N/A
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect, ACT, CTE assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT/CTE Assessments data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect/CTE Assessments-SBDM funds *Mastery Prep/STAR-District funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, each EL student will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, each student will progress at least one level on the ACCESS assessment.	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Establishing learning culture and environment.	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	District Funds
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	District Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): LCHS will have an extremely high indicator score on the quality of school climate and safety survey by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 LCHS will have a high indicator score on the quality of school climate and safety survey by May 2024.	Establish Learning Environment and Culture	House Activities	Surveys	Quarterly	SBDM
		Principal's Corner	Student Responses	Weekly	SBDM
		CCR content on areas for growth	Student Participation/Work Samples	Weekly	n/a
		Ensure anti bullying instruction occurs	Student Participation/Work Samples	Weekly	n/a

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): LCHS will have a postsecondary readiness score of 100 by year 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 LCHS will have 60% of the seniors, college ready by May 2024.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect, ACT, CTE assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT/CTE Assessments data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect/CTE Assessments-SBDM funds *Mastery Prep/STAR-District funding
	Review, Analyze, and Apply Data Results: Monitoring graduation requirements and progress towards graduation.	Student progress academically/CTE conferences with administration	Student completion of courses	Monthly	N/A
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
Objective 2	Design and Deliver Instruction: Development of ILP	Completion of Interest Inventory on ILP	Percentage of completion of student completion of program	Quarterly	Tassel-District Funding

Goal 6 (State your postsecondary goal.): LCHS will have a postsecondary readiness score of 100 by year 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
LCHS will have at 70% of the seniors, career ready by May 2024		Review videos of careers of interest on Tassel during CCR time.	Percentage of student completion of program	Quarterly	Tassel-District Funding
	Design and deliver instruction: Career exploration visits	Monthly field trip opportunities to visit careers in the LCHS area.	Percentage of student completion of program	Quarterly	SBDM/Perkins/District
		Attend conferences that focus on specific career areas.	Percentage of student completion of program	Quarterly	SBDM/Perkins/District
		Work with FRYSC to hold a Career Fair for student discussion of possible areas of interest.	Percentage of student completion of program	Quarterly	SBDM/Perkins/District
		Work with FRYSC to hold Interview Day providing community members in the area opportunity to meet students interested in a future in their field.	Percentage of student completion of program	Quarterly	SBDM/Perkins/District



## 7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): LCHS will maintain a graduation rate of 96 % by year 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All LCHS Open Campus will graduate within a four-year term.	Design and Deliver Instruction: Students scoring in the bottom 10% of the class will receive RTI services to ensure content is mastered.	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds *Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect, ACT, CTE assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT/CTE Assessments data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect/CTE Assessments-SBDM funds *Mastery Prep/STAR-District funding
	Review, Analyze, and Apply Data Results: Monitoring graduation requirements and progress towards graduation.	Student progress academically/CTE conferences with administration	Student completion of courses	Monthly	N/A
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
Objective 1	Design and Deliver Instruction: Students scoring in the bottom 10% of the	CCR time will be used to focus on skills not mastered through daily instruction using Mastery Prep skills.	Mastery Prep Data Star Data Mastery Connect Data	monthly	*Mastery Connect-SBDM funds

Goal 7 (State your graduation goal.): LCHS will maintain a graduation rate of 96 % by year 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
All LCHS Open Campus will graduate within a four-year term.	class will receive RTI services to ensure content is mastered.				*Mastery Prep/STAR-District funding
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds
	Review, Analyze, and Apply Data Results: Monitoring progress on STAR, Mastery Prep, Mastery Connect, ACT, CTE assessments to look for areas of needed growth and improvement.	Instructional staff will attend PLCs monthly to review STAR/Mastery Connect/Mastery Prep/KSA/ACT/CTE Assessments data in order to adjust instruction, monitor RTI and credit recovery.	Monthly PLC minutes, RTI Rosters, Apex Data	monthly	*Mastery Connect/CTE Assessments-SBDM funds *Mastery Prep/STAR-District funding
	Review, Analyze, and Apply Data Results: Monitoring graduation requirements and progress towards graduation.	Student progress academically/CTE conferences with administration	Student completion of courses	Monthly	N/A
	Design, Align and Deliver Support Processes: Students falling behind in core classes will receive academic supports.	Weekly conferences with the counselor to monitor progress on Apex used for credit recovery by reteaching content not mastered in the daily classroom.	Apex Data	weekly	Apex-District funds

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<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> <p><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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><b>Response:</b></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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

## 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:

<b>Turnaround Team:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<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> <p><b>Response:</b></p>

## CSI 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 Continuous Improvement Platform (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.

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