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

- o   Postsecondary Readiness
- o   Graduation Rate

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(i.e. *Six Sigma, Shipley, Baldridge, etc.*).				the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2023, BMHS will increase the proficiency rating in reading from 58% to 61% and will increase the proficiency rating in math from 51% to 52.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, 61% 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 2023.	Unit plans turned in by specific dates in a Google doc shared with principal	0
	KCWP 4	PLC meetings (twice monthly) to focus on curriculum, instruction, and assessment. Discussion will center upon pacing related to unit plans, best practice instructional strategies and student date (both classroom and non-classroom data.)	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 2023	0
	KCWP 5	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	Classroom grades; monitoring of program/module completion	Monitor completion of modules	MasteryPrep $0 (provided by Four Rivers Foundation) USA TestPrep $1000

		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.	I-Ready is funded district wide by the Ballard County Board of Education .
Objective 2: By May 2023, 52.3% 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 and KSA assessment.	KSA and ACT Assessment Results from spring 2023.	Unit plans turned in by specific dates in a Google doc shared with principal	0
	KCWP 4	PLC meetings (twice monthly) to focus on curriculum, instruction, and assessment. Discussion will center upon pacing related to unit plans, best practice instructional strategies and student date (both classroom and non-classroom data.)	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 2023	0
	KCWP 5	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	Classroom grades; monitoring of program/module completion	Monitor completion of modules	MasteryPrep $0 (provided by Four Rivers Foundation) USA TestPrep $1000

		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.	I-Ready is funded district wide by the Ballard County Board of Education .
	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 2023	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 2023	
	KCWP 6	ACT Boot Camp will be provided for all sophomores and juniors at BMHS	Boot Camp session scheduled in February 2023	February Boot Camp Session post evaluation by students.	Gear UP will fund the Boot Camp
	KCWP 6	All sophomores at BMHS will take the ACT on the same day that the statewide Junior ACT will ocurr	Sophomore ACT scheduled for March 7th	Scores of current sophomores on ACT compared to previous Mastery Prep Assessment results	Gear UP will fund the sophomore ACT

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2023, BMHS will increase the writing proficiency from 37% to 48.1% and will increase the science proficiency from 12% to 29.2% and will increase social studies proficiency from 23% to 26%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, 48.1% of BMHS students will score at or above proficiency in writing	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.	
		Begin teaching MLA elements and specific writing forms and techniques in 9th 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.	
	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.	
	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.	
Objective 2: By May 2023, 29.2% of BMHS students will score at or above proficiency in science	KCWP 2	Use Science News NGSS lessons on a weekly basis through the use of Biozone resources to develop and nurture logical thinking and writing skills required for the successful completion of the KSA science test.	Student grades	PLC data presentations bi-weekly.	0
		Students should complete an LDC that encompasses a current	Student grades	PLC data presentations bi-weekly.	0

Goal 2 (State your science, social studies, and writing goal.): By 2023, BMHS will increase the writing proficiency from 37% to 48.1% and will increase the science proficiency from 12% to 29.2% and will increase social studies proficiency from 23% to 26%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Phenomena 4 times a year in each Science Class.			
		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)
Objective 3:

By May 2023, 26% of BMHS students will score at or above proficiency in social studies. | 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 2023. | Unit plans turned in by specific dates in a Google doc shared with principal | 0 |
| | KCWP 4 | PLC meetings (twice monthly) to focus on curriculum, instruction, and assessment. Discussion will center upon pacing related to unit plans, best practice instructional strategies and student date (both classroom and non-classroom data.) Use of History Alive program to create learning opportunities for students. | 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 |

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 2023, 56.6% of BMHS students in the economically disadvantaged student gap group will score at or above proficiency in reading	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: English Learner Progress

Goal 4 (State your English Learner goal.): NA					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2023 BMHS will increase the Quality of School Climate and Safety score from 57.1 to 62.5.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, the BMHS Quality of School Climate and Safety Score will increase to 62.5.		Students will be given a sample survey of questions related to the Quality of School Climate and Safety. These surveys will be given twice each year school wide and questions/answers will be discussed with students as an effort to improve the Climate and Safety at BMHS	Results from Quality of School Climate and Safety Score of 2023 KSA Assessment.	Results of surveys completed twice yearly at BMHS	0

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By 2023, BMHS will maintain a Blue Rating on the Post-Secondary Readiness Indicator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023 BMHS will maintain a Blue Rating on the Post-Secondary Indicator.		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.	
		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.	
		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 I-Ready. Students identified in need of English remediation will utilize RTI time with an English teacher.	
		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.	

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By May 2023, increase the graduation goal from 90.3% to 91%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, increase the graduation goal from 90.3% to 91%		Counselor will complete senior audit in August 2022.	Completion of all senior audits. (documentation)	Documentation	
		Counselor will meet with seniors who are not on track to graduate in August 2022.	Completion of task. (documentation)	Documentation	
		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.	
		Counselor will meet with at-risk students (juniors and seniors).	Completion of task (documentation)	Documentation	
		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	
		Counselor will complete senior audit in January 2023 and place students in credit recovery accordingly.	Completion of all senior audits with documentation	Documentation	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
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?   **Response:**   NA
Identification of Critical Resources Inequities:
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.   **Response:**   NA
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:**   NA
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?   **Response:**   NA

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.

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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" 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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**
Identification of Critical Resources Inequities:
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. **Response:**

Evidence-based Practices

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