

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

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

1: Proficiency Goal

Goal 1 Increase the average reading proficiency rate from 46% to 49% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average reading proficiency rate from 46% to <u>49%</u> by 05/2022, as measured by state assessments.	KCWP 4: Teachers and leaders collaborate in PLC's to share and improve instructional practices and student engagement.	Using data analysis teachers analyze data weekly and identify next steps for specific students to improve their performance in the classroom.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Language Arts teachers will review revised language arts standards and use priority standards to continue creating and revising common assessments.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Administration and PLC leaders meet monthly to discuss instructional strategies and cross curricular ideas to improve student engagement and performance.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers participate in Engagement Observations throughout the school. These observations are lessons prepared by teachers and open their classrooms to demonstrate engagement strategies that can be utilized cross curriculum.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers meet bi-weekly in cross curricular groups to discuss and analyze observations from their engagement walk-throughs. They have great discussions on how they can use different strategies learned to improved student engagement.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
	KCWP 2: Provide additional training, support and technology to	Provide common planning time for Language Arts PLC to meet weekly to determine instructional	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 1 Increase the average reading proficiency rate from 46% to 49% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Language Arts department to increase the number of students reaching proficiency	improvements based on student level evidence from common assessments.			
		LCHS teachers work with LC Innovators which is a group Logan County teachers and district administrators who work to increase student engagement through profile of success	Principals, Curriculum Specialist, PLC team Leaders, and District administrators.	May 2022 August 2022 November 2022	\$0
		LCHS teachers have implemented google classrooms to communicate more efficiently between teacher and students. This also allows teachers to set up google docs for students to submit work for immediate feedback. Digital learning coaches will provide personalized and continuous professional development focused on the effective use of instructional technology to enhance instructional strategies and actively engage students at high levels.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Staff members will attend UK's Next Generation Leadership Academy to learn new ideas and approaches that incorporates innovative, student-driven, and personalized teaching initiatives.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS teachers are participating in Kagan trainings that are powerful and engaging professional development opportunities for educators	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 1 Increase the average reading proficiency rate from 46% to 49% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLCs will utilize a tuning protocol (Charrette) to receive feedback on project based learning activity for revision.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		PLCs will implement project based learning activities that will promote student engagement across the board.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Vertical meetings within the PLC's will help teachers align the curriculum. This will maximize communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

2: Separate Academic Indicator

Goal 2 Increase the average math proficiency rate from 38.5% to 41.3% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average reading proficiency rate from 38.5% to 41.3% by 05/ 2022, as measured by state assessments.	KCWP 4: Teachers and leaders collaborate in PLC's to share and improve instructional practices and student engagement.	Using dial analysis teachers analyze data weekly and identify next steps for specific students to improve their performance in the classroom.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Math teachers will review revised mathematics standards and use priority standards to continue creating and revising common assessments.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Administration and PLC leaders meet monthly to discuss instructional strategies and cross curricular ideas to improve student engagement and performance.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers participate in Engagement Observations throughout the school. These observations are lessons prepared by teachers and open their classrooms to demonstrate engagement strategies that can be utilized cross curriculum.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers meet bi-weekly in cross curricular groups to discuss and analyze observations from their engagement walk-throughs. They have great discussions on how they can use different strategies learned to improved student engagement.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
Objective 2	KCWP 2: Provide additional training, support and technology to Math department to increase the number of students reaching proficiency	Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence from common assessments.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 2 Increase the average math proficiency rate from 38.5% to 41.3% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>LCHS teachers have implemented google classrooms to communicate more efficiently between teacher and students. This also allows teachers to set up google docs for students to submit work for immediate feedback.</p> <p>Digital learning coaches will provide personalized and continuous professional development focused on the effective use of instructional technology to enhance instructional strategies and actively engage students at high levels.</p>	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Vertical meetings within the PLC's will help teachers align the curriculum. This will maximize communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS teachers work with LC Innovators which is a group Logan County teachers and district administrators who work to increase student engagement through profile of success	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Staff members will attend UK's Next Generation Leadership Academy to learn new ideas and approaches that incorporates innovative, student-driven, and personalized teaching initiatives.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 2 Increase the average math proficiency rate from 38.5% to 41.3% by 2022, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLCs will implement project based learning activities that will promote student engagement across the board.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCCHS teachers are participating in Kagan trainings that are powerful and engaging professional development opportunities for educators	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		PLCs will utilize a tuning protocol (Charrette) to receive feedback on project based learning activity for revision.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

3: Achievement Gap

Goal 3 Increase the average combined reading and math proficiency rating from 30.4% to 33.6% for all students in the consolidated student group by 2021 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average combined reading and math proficiency rating from 30.4% to 33.6% for students in the consolidated student group by May 2021 as measured by state assessment.	KCWP 2: Professional Development – Teachers will participate in Professional Development to learn about effective instructional strategies and best practices for collaboration.	Special Education teachers completed I-Ready training to strategies to help with teaching/learning strategies to help students in GAP. These trainings will help to meet student’s goals and objectives to bridge the achievement gap.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		The ARC Chairperson training allows for completion of due process paperwork and designing Individualized Education Plans to meet students’ needs and goals in the classroom. Staff that will serve as ARC Chairperson will attend these trainings.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Staff members are attending Next Generation Learners training to learn new ideas and approaches that incorporates innovative, student-driven, and personalized teaching initiatives.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
Objective 2	Response to Intervention (RTI) - In response to novice reduction students will be placed in RTI groups in math and reading based on individual needs.	Math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers use STAR data to identify skills needed in content areas and determine instructional intervention strategies to utilize.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Teachers use Mastery Prep data to identify skills needed in content areas and determine instructional intervention strategies to utilize. We also use I-Ready with sophomores	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 3 Increase the average combined reading and math proficiency rating from 30.4% to 33.6% for all students in the consolidated student group by 2021 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to diagnose and provide interventions.			
		Teachers and administrators will analyze ACT scores to identify students who would benefit from additional in or out of school interventions in reading and math.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

4: Growth

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

5: Transition Readiness

Goal 5 Increase the percentage of students who are college and career ready from 29% to 50% by 2022, as measured by state assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who are college and career ready from 29% to 50% by May 2022.	KCWP 6: Provide opportunities for students to explore various college and career pathways.	Work with Western Kentucky University, Campbellsville University, Murray State University, University of Cumberlands, University of Kentucky, Southern Kentucky Community and Technical College and the Career Tech Center (CTC) to increase the number of dual credit course offerings for students both during the school day and after school.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS and LCCTC staff work together to update and explore opportunities for students in career pathways.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS Counselors meet individually with all students and parents/guardians to align student schedules based on their college/career pathways.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS students using Xello to explore career pathways, create resume's, college research, and complete their ILP's.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS students will job shadow as part of their requirements for their profile of success. These experiences will help students explore their interest in their careers.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 5 Increase the percentage of students who are college and career ready from 29% to 50% by 2022, as measured by state assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		LCHS students have an opportunity to earn a work ethics seal upon graduation to showcase their work readiness opportunities.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
Objective 2	Provide opportunities for students to enroll in more Advance Placement and dual credit coursework in English, Science, and Math through a partnership with WKU and SKYTEC.	Provide opportunities for students to enroll in more Advance Placement and dual credit coursework in English, Science, and Math through a partnership with WKU, CU, MSU, UC, UK, and SKYTEC.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Supporting students with practice AP exams and exam analysis. Students take AP exams in the spring and the teachers will examine score reports to determine program improvements.	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

6: Graduation Rate

Goal 6 Collaborate to improve our state cohort graduation rate from 97% to 98% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to improve our state cohort graduation rate from 97% to 98% by May 2022.	KCWP 5: Learning Sessions provide targeted interventions for all students, including at-risk students and students in the non-duplicated gap group, who need specific help meeting the College and Career standards.	Freshman teachers will monitor and support the Freshman Intervention plan to ensure students are being successful in their transition to high school.	Early Warning Report/Documentation of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS teachers will monitor and support students that are falling behind in class or in need of intervention and place students on a Intervention plan to ensure students are being successful.	Early Warning Report/Documentation of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		Students who are at-risk, below required benchmarks, and/or who are in the non-duplicated gap group are targeted for intervention sessions.	Early Warning Report/Documentation of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
		LCHS teachers uses PBIS to promote school culture.	Early Warning Report/Documentation of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0
Objective 2	KCWP 5: Ensure that all students are using appropriate resources to achieve career readiness upon graduation.	LCHS students are working through a Profile of Success that will help those master 5 areas competences that a learner should know before they graduate high school. These areas include Collaborator, Global	Principals, Curriculum Specialist, PLC team Leaders.	May 2022 August 2022 November 2022	\$0

Goal 6 Collaborate to improve our state cohort graduation rate from 97% to 98% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Citizen, Empowered Learners, Communicators, and Innovators.</p> <p>LCHS students are completing Graduation Defenses, Junior Defenses, and Sophomore Defenses incorporating their Profile of Success measurements that will help those master 5 areas of competences that a learner should know before they graduate high school. These areas include Collaborator, Global Citizen, Empowered Learners, Communicators, and Innovators. They will be able to use this experience to help them with a successful transition after high school and proof of their competences in these 5 areas.</p> <p>Defenses of learning focused on mastery of Profile of Success competencies will take place student when exiting 12th grade.</p>	<p>Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2022 August 2022 November 2022</p>	<p>\$0</p>
		<p>Collaborate with local universities and financial aid representatives as local businesses to give students an idea of what they can achieve after high school.</p>	<p>Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2022 August 2022 November 2022</p>	<p>\$0</p>

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