# 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, Baldridge, 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf%22%20%5Ct%20%22_blank)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf%22%20%5Ct%20%22_blank)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf)
 | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf%22%20%5Ct%20%22_blank)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
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**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. |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.  | 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. *Six Sigma, Shipley, Baldridge, etc.).* | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. | 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. | List the funding source(s) used to support (or needed to support) the improvement initiative.  |

## 1: Proficiency Goal

| Goal 1 (State your proficiency goal.): **Students scoring in the proficient range in reading and math will increase by 10%** |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By the end of the 2021 school year, Harlan County High School will increase the percentage of students scoring at the Proficient/Distinguished level in Reading and Math 2%. | [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) | Teachers across the curriculum will participate in professional development provided by the Kentucky Literacy Intervention Project (KLIP) that will provide them with teaching strategies and activities to help students become strong readers and writers. | Lesson Plans, Observations |  | Striving Readers Grant |
| Teachers will utilize Study Island and KHAN Academy in the classroom to deliver individualized instruction.  | Lesson Plans, Observations |  | Gear Up |
|  | Students and teachers will utilize the CERT Program in which students will take a diagnostic test and have access to lessons tailored to individual questions/needs. 11th grade students will participate in a weekly math lab designed to reinforce skills according to needs found from the CERT Diagnostic. | Lesson Plans, Observations, Testing Data |  | Gear Up |
| Students will receive services from itinerant math and reading resource coordinators/supervisors. | Lesson Plans, Observations |  | District Funds |
|  | Enrichment classes will be provided two days a week during school in reading and math with content driven from identified weaknesses found in diagnostic data. | Lesson Plans, Observations, Testing Data |  | N/A |
| Professional development in the area of writing in every discipline will be conducted. | Lesson Plans, Observations |  | Professional Development Funds/ Striving Readers Grant |
| Objective 2 |  | Students will participate in the Reading Plus Program that is individual tailored to each student reading level and interest. | Lesson Plans, Observations |  | Striving Readers Grant |
| Teachers will use resources and training through C3WP in writing across each area. | Lesson Plans, Observations |  | Striving Readers Grant |
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## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): **Students scoring in the proficient range in writing will increase by 10%.** |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By the end of the 2021 school year, students scoring proficient in the area of writing will increase by 2% | [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) | Teachers across the curriculum will participate in professional development provided by the Kentucky Literacy Intervention Project (KLIP) that will provide them with teaching strategies and activities to help students become strong readers and writers. | Lesson Plans, Observations, Testing Data. | Monitoring will be continuous through lesson plans, classroom observations and KLIP Team meetings.  | Striving Readers Grant |
| Teachers will use resources and training through C3WP in writing across each area. | Lesson Plans, Observations, Testing Data. |  | Striving Readers Grant |
|  | Professional development in the area of writing in every discipline will be conducted. | Lesson Plans, Observations, Testing Data. |  | District/School Funds |
| Teachers across each subject area will incorporate writing into their curriculum. | Lesson Plans, Observations, Testing Data. |  | N/A |
|  | Technology Resources will be used to provide students access to devices and internet to do research and other writing activities. | Lesson Plans, Observations, Testing Data. |  | District Technology |
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## 3: Achievement Gap

| Goal 3 (State your achievement gap goal.): **Economically disadvantage students scoring in the novice range will be reduced by 10%.** |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1The novice rate in the area of reading for economically disadvantaged students and students with disabilities will decrease by 10%. | [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) | Professional Development will be provided in the area of Language Arts (Writing, reading, speaking) that will give teachers strategies and resources to use in instruction. | PD Plans, Sign in, Lesson Plans, Observations | Monitoring will be continuous through lesson plans, classroom observations and KLIP Team meetings | Striving Readers Grant/District and School PD Funds |
| The Reading Plus Program will be implemented with students to increase reading fluency and comprehension. | Lesson Plans, Observations |  | Striving Readers Grant |
|  | Teachers will be trained in C3WP (College, Careers, and Community Writing Program) and utilize the resources/lessons in the classroom. | Lesson Plans, Observations |  | Striving Readers Grant |
| Students will participate in enrichment classes two days per week that will offer reinforcement in areas of identified weaknesses. | Lesson Plans, Observations |  | N/A |
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| Objective 2The novice rate in the area of math for economically disadvantaged students and students with disabilities will decrease by 10%. | [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf) | After school math tutoring will be offered to students two days a week. | Time Logs, Lesson Plans |  | ESS |
| Students will participate in a math lab once per week that will offer reinforcement in areas of weaknesses identified through the CERT Diagnostic. | Lesson Plans, Observations |  | N/A |
|  | Students will participate in enrichment classes two days per week that will offer reinforcement in areas of identified weaknesses. | Lesson Plans, Observations |  | N/A |
| Students will receive services from itinerant math/reading resource coordinators/supervisors. | Sign In, Observations |  | N/A |
|  | Teachers will utilize Study Island and KHAN Academy in the classroom to deliver individualized instruction. | Lesson Plans, Observations |  | School/District Funds |
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## 4: Growth

| Goal 4 (State your growth goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): By the end of the 2021 school year, Harlan County High School will increase the percentage of seniors that achieve Transition Ready (CCR) status by 2%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the percentage of seniors that achieve Transition Ready status by 2%.  | [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf) | The Harlan County High School College & Career Coaches will sponsor multiple College visits, a career fair, organize a Local Legends speaker series to foster college/career awareness and to effectively transition into a college/career.  | Lesson Plans, Pictures, Media Clippings | Monitoring will be continuous through lesson plans, classroom observations and KLIP Team meetings.  | N/A |
| Students will be advised through various media on opportunities for a variety of dual credit, IB and/or Honors courses that would best suit their postsecondary plans. |  |  | N/A |
|  | Students will have the opportunity to choose a vocational path through the Southeast Community and Technical College as a Junior and/or Senior.  | Technical Education Data |  | N/A |
| Students and teachers will utilize the CERT program to help prepare students for ACT/SAT and other standardized testing through the programs individualized feedback and video explanation of each question.  | CERT Program Data |  | Gear Up |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): Increase the average graduation rate by 4% |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By the end of the 2021 year, the graduation rate will increase by 2% | [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) | Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests. | Graduation Rate | Monitoring will be continuous through lesson plans, classroom observations and KLIP Team meetings.  | N/A |
| Provide credit recovery opportunities through e-school courses. | Enrollments, graduation rates. |  | General Funds |
|  | Provide mentoring programs for at-risk students. | Graduation Rate |  | N/A |
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| [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |  |  |  |  |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): School and parent/guardian communication will become more efficient and  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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## 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:** |
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| **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:**  |
| **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:**  |

| **Targeted Subgroups and Evidence-Based Interventions:** |
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| **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.  |[x]
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| **Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**  |
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| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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.  |[x]
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