

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, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be included for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , 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 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 revisited and an opportunity to determine whether the plan is working.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By the end of the 2024 school year, our school reading scores will reach 39.4% proficient/distinguished in Reading and 35.6% proficient/distinguished in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	
Objective 1: By the end of the 2020-2021 school year, our school score will be 27.4% proficient/ distinguished in Reading.	KCWP 4: Review, analyze, and apply data	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly	
		ELA PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly	
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly	
	Develop a progress monitoring system to monitor standards mastery for each student	KCWP 4: Review, analyze, and apply data	Provide an intervention time during the school day (daily) for the purpose of intervention & enrichment for identified students	RTI/FLEX scheduling, Lesson plans, PLC/Dept. meeting minutes and agendas	Weekly
			Lesson Plans / Instructional Organizer will be submitted weekly on Google Classroom for the purpose of reaching the needs of all learners	Lesson plan reviews, Google Classroom monitoring	Weekly (Monday mornings by 8:30am)
		KCWP 5: Design, Align, and deliver support	Teachers will use multiple digital resources during the pandemic to supplement instruction with visuals, cooperative learning strategies,	Kagan Content books, lesson plan review, G-Suite, G-Suite extensions	Weekly

Goal 1 (State your proficiency goal.): By the end of the 2024 school year, our school reading scores will reach 39.4% proficient/distinguished in Reading and 35.6% proficient/distinguished in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	Additional resources will be used to supplement current curriculum	foldables, interactive notebooks, and concept maps.		
Objective 2: By the end of the 2020-2021 school year, our school score will be 23.6% proficient/ distinguished in Math.	KCWP 4: Review, analyze, and apply data Ensure formative assessments, summative assessments, and a universal screener are used appropriately and regularly to determine tiered interventions.	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly
		Math PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly
	KCWP 4: Review, analyze, and apply data Develop a progress monitoring system to monitor standards mastery for each student	Provide an intervention time during class time (daily or weekly) for the purpose of intervention for identified students	Lesson plans, PLC/Dept. meeting minutes and agendas	Weekly
		Lesson Plans will be differentiated and submitted weekly on Google Drive for the purpose of reaching the needs of all learners	Lesson plan reviews	Weekly (Monday mornings at 8:30am)
	KCWP 2: Design and Deliver Instruction A variety of learning styles will be used to reach the needs of all learners.	Teachers will utilize strategies from the Fundamental Five for the purpose of informing and designing instruction.	Fundamental Five lesson plan review	Weekly
		Learning Targets will be communicated (in student friendly terms) at the beginning of each lesson	Classroom observations, walkthroughs	Ongoing
		Each month, a high yield strategy determined by data analysis of current needs by leadership/ILT will be taught through EPD during PLC Time and/or Faculty Meetings to be used across all classrooms	Classroom observations, walkthroughs, peer coaching	Ongoing
	KCWP 5: Design, Align, and deliver support Additional math resources will be used to supplement current math curriculum	Teachers will use visuals, cooperative learning strategies, foldables, interactive notebooks, and concept maps.	Kagan Content books, lesson plan review	Weekly

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By the end of the 2024 school year, our school will reach 28.8% proficient/distinguished in Science and 38.6% proficient/distinguished in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1:</p> <p>By the end of the 2020-2021 school year, our school will achieve 16.8% proficient/ distinguished in Science.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>A variety of learning styles will be used to reach the needs of all learners.</p>	Teachers will utilize strategies from the Fundamental Five for the purpose of informing and designing instruction.	Fundamental Five lesson plan review	Weekly
		Learning Targets will be communicated (in student friendly terms) at the beginning of each lesson	Classroom observations, walkthroughs	Ongoing
		Each month, a high yield strategy determined by data analysis of current needs by leadership/ILT will be taught through EPD during PLC Time and/or Faculty Meetings to be used across all classrooms	Classroom observations, walkthroughs, peer coaching	Ongoing
	<p>KCWP 4: Review, analyze, and apply data</p> <p>Ensure formative assessments, formative assessments, and a universal screener are used appropriately and regularly to determine tiered interventions.</p>	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly
		Each content area PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly
<p>Objective 2:</p> <p>By the end of the 2020-2021 school year, our school will achieve 26.6% proficient/ distinguished in Writing.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>A variety of learning styles will be used to reach the needs of all learners.</p>	Teachers will utilize strategies from the Fundamental Five for the purpose of informing and designing instruction.	Fundamental Five lesson plan review	Weekly
		Learning Targets will be communicated (in student friendly terms) at the beginning of each lesson	Classroom observations, walkthroughs	Ongoing
		Each month, a high yield strategy determined by data analysis of current needs by leadership/ILT will be taught through EPD during PLC Time and/or Faculty Meetings to be used across all classrooms	Classroom observations, walkthroughs, peer coaching	Ongoing
	<p>KCWP 4: Review, analyze, and apply data</p> <p>Ensure formative assessments, formative assessments, and a universal screener are used appropriately and regularly to determine tiered interventions.</p>	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly
		Each content area PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By the end of the 2024 school year, our school will reach 38% proficient/distinguished in Reading and 27.3% proficient/distinguished in Math for our economically disadvantaged students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By the end of the 2020-2021 school year, our school score will be 26% proficient/ distinguished in Reading for our economically disadvantaged students.	KCWP 4: Review, analyze, and apply data Ensure formative assessments, summative assessments, and a universal screener are used appropriately and regularly to determine tiered interventions.	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly
		ELA PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly
	KCWP 4: Review, analyze, and apply data Develop a progress monitoring system to monitor standards mastery for each student	Provide an intervention time during class time (daily or weekly) for the purpose of intervention for identified students	Lesson plans, PLC/Dept. meeting minutes and agendas	Weekly
		Lesson Plans will be differentiated and submitted weekly on Google Drive for the purpose of reaching the needs of all learners	Lesson plan reviews	Weekly (Monday mornings at 8:30am)
	KCWP 5: Design, Align, and deliver support Additional math resources will be used to supplement current math curriculum	Teachers will use visuals, cooperative learning strategies, foldables, interactive notebooks, and concept maps.	Kagan Content books, lesson plan review	Weekly
Objective 2: By the end of the 2020-2021 school year, our school score will be 15.3% proficient/ distinguished in Math for our economically disadvantaged students.	KCWP 4: Review, analyze, and apply data Ensure formative assessments, summative assessments, and a universal screener are used appropriately and regularly to determine tiered interventions.	Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	Weekly
		Math PLC time will be utilized for developing common formative assessments and determine appropriate tiered interventions for students needing additional support	PLC minutes	Weekly
		Teachers will use high yield instructional strategies during classroom instruction	Powerwalks	Bi-weekly
	KCWP 4: Review, analyze, and apply data Develop a progress monitoring system to monitor standards mastery for each student	Provide an intervention time during class time (daily or weekly) for the purpose of intervention for identified students	Lesson plans, PLC/Dept. meeting minutes and agendas	Weekly
		Lesson Plans will be differentiated and submitted weekly on Google Drive for the purpose of reaching the needs of all learners	Lesson plan reviews	Weekly (Monday mornings at 8:30am)
	KCWP 2: Design and Deliver Instruction A variety of learning styles will be used to reach the needs of all learners.	Teachers will utilize strategies from the Fundamental Five for the purpose of informing and designing instruction.	Fundamental Five lesson plan review	Weekly
		Learning Targets will be communicated (in student friendly terms) at the beginning of each lesson	Classroom observations, walkthroughs	Ongoing
		Each month, a high yield strategy determined by data analysis of current needs by leadership/ILT will be taught through EPD during PLC Time and/or Faculty Meetings to be used across all classrooms	Classroom observations, walkthroughs, peer coaching	Ongoing

Goal 3 (State your achievement gap goal.): By the end of the 2024 school year, our school will reach 38% proficient/distinguished in Reading and 27.3% proficient/distinguished in Math for our economically disadvantaged students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	<p>KCWP 5: Design, Align, and deliver support</p> <p>Additional math resources will be used to supplement current math curriculum</p>	Teachers will use visuals, cooperative learning strategies, foldables, interactive notebooks, and concept maps.	Kagan Content books, lesson plan review	Weekly

4: Transition Readiness

Goal 4 (State your transition readiness goal.): By the end of the 2024 school year, our school will reach 100% college and/or career transition readiness for all students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1</p> <p>By the end of the 2020-2021 school year, our school score will reach 73% college and/or career transition readiness for all students.</p>	<p>CCHS will identify, monitor, and support students that are at risk of retention and at risk of missing benchmark on college and/or career readiness measures.</p>	Incoming freshmen students will all participate in a Freshman Academy (small learning community) and a CCHS 101 freshman seminar course to help them successfully transition to high school and be prepared for the requirements of high school.	PLC meeting minutes, Freshman Academy activities	Weekly (Freshman Team meetings)
		The counselor, Academy Coach, FRYSC coordinator, and senior sponsor will work with staff and students to establish activities that provide opportunities for students to prepare for post-secondary success.	Weekly leadership meetings, senior meetings, scheduling meetings	Bi-weekly
		ACT Bootcamp will be held to provide juniors with the skills necessary to meet benchmark on the ACT.	Increase in students meeting benchmark on the ACT based on preliminary data/predictions from MAP testing.	At semester break and first spring progress
		Credit Recovery will be offered during Spring Break and two sessions during the summer for students deficient in credits.	Increase in students on track to graduate	Weekly
		CTE Teachers and the Academy Coach will identify, monitor, and track students that are eligible for Industry Certifications, completion status, and End of Program assessments formerly known as KOSSA.		Bi-weekly
		Student success in meeting benchmarks, college acceptance, dual credit success, or scholarships will be celebrated through our "Transition Ready" board, morning announcements, social media, district/school websites, and senior awards night.	Student celebrations	Weekly
		<p>Objective 2</p> <p>By the end of the 2023 school year, 100% of students will be enrolled in a pre-college or career pathway and participating in a small learning</p>	<p>CCHS will organize teams of teachers centered around our career pathway options to create small learning communities for all students to be a part of</p>	Students will participate in college campus visits and industry related fieldtrips.
Teachers will be located in close proximity to each other to provide cross-curricular opportunities for student engagement.	School Map completed and teachers moved			By June 2019

Goal 4 (State your transition readiness goal.): By the end of the 2024 school year, our school will reach 100% college and/or career transition readiness for all students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
community as we complete our transition to a Career Academy model		Students will participate in job shadowing opportunities aligned to their career pathway.	Increase in student job shadowing participation for all career pathways	Weekly
		Students will participate in co-op, internships, apprenticeships, or work based learning experiences to best meet their needs to achieve post-secondary success.	Increase in students participating in co-op, internships, apprenticeships, or work based learning experiences	Weekly monitoring by the co-op coordinator and our Special Education career planner.
	CCHS will utilize a A/B Block Schedule beginning in the 2020-2021 school year with time for interventions built into the master schedule for students to master standards and successfully achieve transition readiness.	The leadership team and SBDM members will work with all our educational partners to design a schedule that allows for greater access to dual-credit options, career pathways, and an increase in student safety and success.	A/B Block schedule created, scheduling guide book created, and master schedule complete	Weekly
		An intervention team will be formed and trained in RTI at Work to begin preparing for student interventions and enrichments based on our Spring 2020 MAP assessment results.	RTI Team formation, training completion, Intervention/Enrichment schedule complete	Weekly beginning May 2020

5: Graduation Rate

Goal 5 (State your graduation rate goal.): By the end of the 2024 school year, our school will reach a 100% graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By the end of the 2020-2021 school year, our school will reach a 93.5% graduation rate.	KCWP 5: Design, Align, and deliver support Use senior contracts, regular senior check-ins, and mentoring with all seniors.	CCHS will utilize a wall to wall career academy structure to increase student engagement and college/career transition readiness.	CTE data, SLC data tracking	Bi-weekly
		Conferences will be held with seniors at risk of not graduating	Increase in our 4-year graduation rate	Weekly
		Seniors needing credit recovery will be enrolled in E2020 courses in time to receive the credits necessary for graduation and will receive daily monitoring of progress	Increase in our 4-year graduation rate	Daily
	KCWP 5: Design, Align, and deliver support Utilize the Freshman Academy and career themed small learning communities to provide support and early interventions to meet student needs	All students will be enrolled in a career academy with a designated assistant principal and counselor.	100% enrollment in a small learning community	Beginning of each semester and as new students enroll
		Conferences will be held with underclassmen not on target to graduate	Increase in our 4-year graduation rate	Weekly for freshmen At progress report for sophomores and juniors
		Students needing credit recovery will be enrolled in E2020 courses in time to receive the credits necessary for yearly promotion and will receive daily monitoring of progress	Increase in our 4-year graduation rate	Daily