

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

State your **Proficiency** Goal

Goal 1: Monroe County High School will increase achievement for 10 th grade students in math & reading so that the percent earning proficient in reading will increase from 44% in 2019 to 52% in 2022 as measured on 10 th grade KY assessment. Math proficiency will increase from 38% in 2019 to 46% in 2022 as measured on 10 th grade KY assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: 9 th , 10 th & 11 th graders will improve overall scores as measured by ACT and Math/English test. Number of students earning proficient in math will increase by 30%. Students earning novice will decrease by 5%.	Design/Deliver Instruction Teachers will exhibit practices that reflect ACT/KY Common Core standards and administer a variety of formative and common summative assessments.	Teachers participate in literacy grant PD to increase the use of high level literacy strategies across all content areas. MCHS is a National Board-Certified Pilot school with teachers working on becoming National Board Certified. Two have completed all components and earned National Board Certification. Six continue to complete additional components striving for this.	Teacher evaluation/ walkthrough data. High level lesson development that includes literacy strategies. Number of students performing at high levels.		Various provided by Striving Readers Grant	
		Teachers will develop/administer rigorous ACT like assessments based on ACT/state standards/curriculum.	Increase in CERT/ACT scores throughout the year.	Fall CERT test Winter CERT test Spring CERT test Enrichment time Ongoing RTI and ACT days in all classes.		
		School wide implementation of CERT (College Equipped Readiness Tool) with three full length testing days and ongoing RTI using study hall portion of the program.				
	Collaboration Teachers are engaged in PLC's	Teachers take part in grade level PLCs and content specific PLCs to vertically align curriculum.				
		RTI groups are created using CERT data. Staff pull students for RTI, to work on strategies and build relationships with students.				
	Personalized learning Teachers have been trained on ways to increase personalized learning in the classroom. Google classroom training	School of innovation—Students accepted to MCSI work on personalizing their learning by being able to schedule classes and earn more credits than others in order to fulfill their personal learning plan and future goals.	Students earning associates or attending leadership academies	Student increase in use of technology in all classrooms for research, submitting assignments & taking assessments.		20,000 for purchase /lease of chrome books— District Wide technology fee paid by students.
		Increase Technology—Core content teachers have classroom sets of chrome books in order to differentiate instruction and personalize student's learning. Google classroom has allowed teachers to tailor their instruction to the individual needs of students and allow students to have choice in their learning.				
	ILP	Students will meet with counselor/teacher to develop/revise their 4-year academic plan. Students create digital portfolio in conjunction with ILP. Students choose appropriate level of core classes to fit their post-secondary goals. Students use the ILP to explore options.	Student success in core classes.			

Goal 1: Monroe County High School will increase achievement for 10th grade students in math & reading so that the percent earning proficient in reading will increase from 44% in 2019 to 52% in 2022 as measured on 10th grade KY assessment. Math proficiency will increase from 38% in 2019 to 46% in 2022 as measured on 10th grade KY assessment.					
	RTI teachers	Intervention time is built into the master schedule. There are intervention blocks each semester where teachers can pull students for individual/one-on-one learning in multiple content areas. There are also content teachers who have a 30 minute advisory time free every day/all year in order to target and pull students.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Monroe County High School will increase achievement for students so that the separate academic indicator will increase from 63.7 in 2019 to 68.0 in 2022 as measured with On-demand writing, Science & Social Studies assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students will improve overall scores as measured by Science and Social Studies tests. Students earning novice will decrease by 5%.	Design/deploy standards— Departments work to align standards	Alignment—Science & Social Studies teachers work within their departments to review/align standards. Teachers use alignment of standards to create high level lessons with rigorous/relevant activities. Embed literacy/ACT strategies	Teacher evaluation/ walkthrough data. Number of students performing at high levels.		Work day subs funded by SRCL Grant
		Science through course tasks are used to embed real world, scientific problems into curriculum.			
	Design/deliver instruction—SRCL & STEM grants allow teachers to improve strategies and increase knowledge/training	Science teachers participating in STEM grant—4-year commitment working with science, math & technology teachers to increase cross-curricular engagement.	Teacher evaluation/ walkthrough data. Lesson plans that include cross-curricular connections. Student engagement		Provided by STEM Grant
		Social Studies teachers continue work with literacy grant and embed literacy strategies and use of primary sources into social studies content.		Provided by SRCL Grant	
	Review/analyze data—ACT, CERT & Achieve 3000 provide useful data	ALL teachers use CERT program and ACT data to target students for RTI. Achieve 3000 data also used to target students for RTI.	Student performance on CERT and ACT tests. Progress with Achieve 3000 program	Fall, Winter & Spring CERT test Benchmark assessments— Achieve 3000	CERT & Achieve 3000 funded by SRCL Grant
ALL content area teachers incorporate ACT-like practice into their curriculum. Science teachers use through course task data to guide instruction.		Performance in science classes and on KY science assessment			

Goal 2 (State your separate academic indicator goal): Monroe County High School will increase achievement for students so that the separate academic indicator will increase from 63.7 in 2019 to 68.0 in 2022 as measured with On-demand writing, Science & Social Studies assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Students will improve overall scores as measured by On-demand writing test.	Design/deploy standards—On-demand writing embedded into classroom	Alignment—ELA teachers working to align KY standards. ALL grades do practice on-demand writing. Achieve 3000 program used in ELA classes.	Performance in classes and achieve 3000		Funding by SRCL Grant
		Continuation of literacy grant work to increase use of literacy strategies in the classroom.		Funding by SRCL Grant	
	Design/deliver instruction—Teachers use variety of writing strategies	ALL Teachers use writing to demonstrate learning, writing to learn & on-demand writing activities in classes.		Scores reported from practice assessments twice/year	
		ELA teachers do full-length on demand assessments along with peer editing/review and paragraph development practice.	Student growth on On-demand writing. End of year scores on KPREP On-demand.		

3: Achievement Gap

State your **Gap Goal**

Goal 3: Monroe County High School will increase the average proficiency for all gap groups by 5% between 2020 and 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: MCHS will increase the number of gap students earning proficient on math by 25%.	Teachers will engage in development that will support evidence based strategies that ensure all students have access to appropriate learning opportunities and targeted interventions.	PD—Teachers will incorporate literacy strategies within the classroom instruction. English teachers will use Achieve 3000 weekly and during intervention time. Other content area teachers utilize CERT program to help students prepare for college entrance examination.	Students reading on/above grade level Improvement in achievement.	Summer—Literacy training Phase 1 Fall—Literacy training Phase 2 Curriculum alignment Spring—Ongoing National Board work and curriculum alignment	\$20,000 /3 yr.
		Content specific reading across the curriculum giving students opportunity to experience a variety of texts that have real-world application.			
		Personalized learning strategies increase rigor/relevance in classes, connect the content to the real world, differentiate instruction and help make students responsible for their own learning.			

Goal 3: Monroe County High School will increase the average proficiency for all gap groups by 5% between 2020 and 2022.					
	Progress Monitoring—Student progress in core classes is monitored such that specific interventions can be planned and implemented for the success of all students.	RTI/Unit recovery: Teachers monitor student progress and pull students from their electives for RTI. Students can also be pulled into RTI during the 30 minute advisory/enrichment time for individualized instruction.	Student academic performance.	Ongoing Re-do RTI groups following CERT testing	FRYSC
		Professional Learning Communities—Teachers actively participate in PLC meetings to monitor student progress toward learning goals. Specific interventions are planned for students not making adequate progress. Teachers analyze student work and identify gaps in the curriculum			
		Family Resource Center works in helping reduce barriers that students experience so that they can have academic success.			

4: Growth

State your **Growth** Goal

Goal 4: NA-No Growth goal required for High Schools

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Monroe County High School will increase the percentage of students who are transition ready from 85% in 2018 to 100% by 2020.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Seniors will demonstrate behavior showing they are transition ready as measured by College Entrance Exam, KOSSA exams, Dual Credit enrollment & industry certifications.	Design/Deliver Instruction-- Teachers utilize resources from KDE to align course content to help students become preparatory/certified.	KOSSA/EOP preparation/practice. Alignment of curriculum of each course to provide skills students still need.	Number of students meeting benchmark on KOSSA/earning industry certification.	Student provided practice throughout course. EOP/KOSSA tests given in March	Regular staff
	Design, Align and Deliver Support—ILP's	Students use ILP (Individual Learning Plan) to chart and track their goals/plans. Students start these in middle school and can use it as they progress through high school.		ILPs updated monthly during advisory/enrichment	
	Review, Analyze & Apply Data- College/Career data monitoring for all seniors will be monitored at the school level.	Based on data monitoring tool, students are targeted for intervention. Students can re-test, focus on earning industry certification or take approved dual credit/AP coursework. Students not academic/career ready receive interventions for additional testing.	Students achieving academic/career readiness.	Monitoring tool used daily. Students needing to re-test can do so after intervention once a semester.	

Goal 5: Monroe County High School will increase the percentage of students who are transition ready from 85% in 2018 to 100% by 2020.					
	Students choose career pathway to develop academic plan.	Each student will complete a flexible 4-year plan that targets electives and core classes to help toward their post-secondary plans.			
		Students attend close the deal & career fair held at school. Invitations are sent to local businesses, industries, organizations, public service groups and government agencies to provide individuals so that students can gain information. Students meet with representatives from colleges/universities and industry.			

6: Graduation rate

State your **Graduation rate** Goal

Goal 6: Monroe County High School will increase the average freshman graduation rate from 98% in 2018 to 100% by 2020.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: All students will demonstrate behavior such that AFGR will be 100%	Learning culture/environment— Parent communication	Relationships are built with students/parents by offering multiple opportunities for collaboration. Parents are contacted by phone and in person. School information is posted on district, school & teacher websites. One Call Now service is used to inform parent and community of upcoming events. Multiple media outlets as well as social media are used to convey information.	Participation in DC and other college related sessions. Attendance rate		One Call Now FRYSC
		Family Resource Center works to communicate with parents and students before and during orientation, registration, parent nights, college/career fair and other school/community events.			
	Design, Align & Deliver Support Progress monitoring	Student progress in core classes is monitored so that students will be successful. Collaboration takes place with Director of Pupil Personnel concerning attendance issues. Teachers, counselors/administrators monitor academic progress of students. RTI/tutoring program provide academic support for at risk students. Students placed in alternative program if academic counseling and RTI strategies do not work.	Number of students failing a class. Credits recovered. Number of students increasing academic performance.		
	Using individual learning plan for class scheduling	Information provided by student's ILP with their chosen career will help them complete their graduation plan. Students will meet with teachers/counselors to complete their class schedule. Student's graduation plan is reviewed and revised annually. Student & parent have ownership in the plan.			