CCHS Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **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 Results

KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
By spring of 2026, Clinton County High School will increase Students with Disabilities (SPED students) in scoring P/D in reading from 20% to 25% and in math from (suppressed data) to 12%.

Strategy:
KCWP 3- Design and Deliver Assessment Literacy

The school will create a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Activities:
Regular education and special education teachers will collaborate (throughout the year) in a shared digital unit planning document that includes links to assessments and accommodations as outlined on individual student IEPs. Assessments will be designed via use of HQIRs and turned into administration for review prior to the

administration of the exam. PEAR assessment will be the platform most often used for data collection/presentations.

Regular education and special education teachers will collaborate in weekly PLCs to analyze and disaggregate data by subgroup, to inform instructional decisions, next steps for student support, and any necessary interventions that can be provided during their daily RTI block. School leadership will ensure that regular teachers and SPED teachers have supports for collaborating by desegregating and disseminating data for their students with disabilities to demonstrate mastery on assessments.

The district will create an environment where all regular teachers in collaboration with SPED teachers are eliciting, interpreting and acting on assessment results to inform instructional decisions for students with disabilities through walkthroughs, weekly PLCs, monthly coaching, etc. SPED teachers will only provide accommodation(s) as outlined on individual students' IEPs for instructional purposes and for summative assessments. This will ensure that SPED students are consistently receiving grade level instruction and that assessment data accurately reflects progress toward grade level standards.

Progress Monitoring:
School leadership will access unit planning documents during weekly PLCs or regular coaching conversations to ensure that assessments are complete and that necessary revisions have been made.

School leadership will attend PLCs and review PLC agenda notes monthly to ensure that teachers are reviewing, analyzing and applying student performance data.

Curriculum specialists and school administration will meet with teachers monthly in coaching and PLC sessions to discuss assessment development and practices. Coaching and PLC documentation will occur with sign-in sheets and agendas that will be used to monitor the process.

Funding:
General/SBDM Funds
Title I Funds
Title II Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By spring 2028, Clinton County High School will increase the percentage of students who score proficient or distinguished in reading from 32% to 52% and in math from 19% to 39%.

Objective(s):
By the spring of 2026, Clinton County High School will increase the percentage of students scoring P/D in reading from 32% to 37% and in math from 19% to 24%.

Strategy:
KCWP 1: Design and Deploy Standards

The school will continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Activities:
CCHS will continue to use the shared Google drive for our Deconstruction/Lesson Plan Tool for teachers to ensure that standards, HQIRs and assessments are designed and being delivered at grade level. Teachers are required to update their Deconstruction Tool at least 2 weeks prior to teaching their lessons. School leadership will check Deconstruction Tools weekly either in PLCs or coaching sessions. Administrators will continue to monitor the design and delivery of HQIR content in relation to standards and assessments at the school level throughout the year.

District and school leadership will intentionally monitor instruction by conducting weekly walk-throughs. School leadership will utilize the walk-through data to provide teachers with instructional coaching, feedback, and support (during weekly PLCs and coaching sessions) to ensure standards-based instruction.

Core teachers will identify priority standards to be broken down using mosAic to develop proficiency scales. Weekly PLCs and monthly coaching will support this work (PDSA).

Progress Monitoring:
School leadership will access unit planning documents during weekly PLCs or regular coaching conversations (in the shared google drive) to ensure completion and alignment to Kentucky Academic Standards.

School leadership will use the eWalk walk-through tool weekly to monitor implementation of standards-aligned instruction. The leadership team will meet at least monthly to discuss trends and data from walk-throughs to inform decision making for support.

The intentional use of mosAic will be monitored through coaching notes.

Funding:
General/SBDM Funds
Title I Funds
Title II Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No

Indicator	Priority Indicator?
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.