

## 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.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

## Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Although results in reading continue to be in the “very high” range, overall P/D decreased 4.7% from the 21-22 school year
- An achievement gap persists between students with disabilities and their non-disabled peers
- Improve the % of “Students being mean or hurtful to other students is NOT a problem for this school”

## Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

## Indicator Scores

List the overall scores of status and change for each indicator.

| Indicator   | Status | Change   |
|---|--------|----------|
| State Assessment Results in reading and mathematics             | Blue   | Maintain |
| State Assessment Results in science, social studies and writing | Blue   | Increase |
| English Learner Progress  | NA     |          |
| Quality of School Climate and Safety                            | Orange | Maintain |
| Postsecondary Readiness (high schools and districts only)       | NA     |          |
| Graduation Rate (high schools and districts only)               | NA     |          |

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

| Objective  | Strategy  | Activities   | Measure of Success  | Progress Monitoring   | Funding   |
|--|---|--|---|---|---|
| <p>Schools should determine short-term objectives 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.</p> | <p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> | <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p> | <p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p> |

1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.):  |  |   |  |                              |                        |
|--|--|---|--|------------------------------|------------------------|
| <b>Goal for Reading</b> – Increase the % of students scoring P/D from 71% in 2022 to 85.5% in 2027 according to the Kentucky Summative Assessment. |  |   |  |                              |                        |
| <b>Goal for Math</b> – Increase the % of students scoring P/D from 70% in 2022 to 85% in 2027 according to the Kentucky Summative Assessment.      |  |   |  |                              |                        |
| Objective  | Strategy                               | Activities  | Measure of Success   | Progress Monitoring          | Funding                |
| Objective 1<br><b>Reading Objective</b> – Increase the % of students scoring P/D from 66% in 22-23 to 77% in 23-24 according to the KSA.           | KCWP 2: Design and Deliver Instruction | Explicit instruction book study   | Completed Book Study   | Monitored by Leadership Team | General                |
|  |  | Develop and deliver a comprehensive <a href="#">professional development plan</a><br><br><a href="#">Flex PD Menu</a> | Completed PD   | Monitored by Leadership Team | General                |
| Objective 2<br><b>Math Objective</b> – Increase the % of students scoring P/D from 72% in 22-23 to 76% in 23-24 according to the KSA.              | KCWP 1: Design and Deploy Standards    | Curriculum map, scope and sequence, learning targets, common assessments  | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments, i-Ready | Monitored by Leadership Team | General                |
|  |  | Implement and evaluate Tier 1 evidenced-based curricular resources  | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments, i-Ready | Monitored by Leadership Team | General and Enrichment |
|  | KCWP 4: Review, Analyze and Apply Data | Analyze formative and summative   | Data talks, i-Ready, , MTSS Tiers  | Monitored by Leadership Team | General                |
|  |  | MTSS – Academic and Behavioral Interventions  | Progress monitoring data   | Intervention Coordinator     | General                |
|  |  |   |  |                              |                        |
|  |  |   |  |                              |                        |
|  |  |   |  |                              |                        |
|  |  |   |  |                              |                        |

Goal 1 (State your reading and math goal.):  
**Goal for Reading** – Increase the % of students scoring P/D from 71% in 2022 to 85.5% in 2027 according to the Kentucky Summative Assessment.  
**Goal for Math**– Increase the % of students scoring P/D from 70% in 2022 to 85% in 2027 according to the Kentucky Summative Assessment.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
|           |          |            |                    |                     |         |

## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.):  |   |   |   |                              |         |
|--|---|---|---|------------------------------|---------|
| <b>Goal for Science</b> – Increase the % of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment.   |   |   |   |                              |         |
| <b>Goal for SS</b> – Increase the % of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment.        |   |   |   |                              |         |
| <b>Goal for Writing</b> – Increase the % of students scoring P/D from 53% in 2022 to 76.5% in 2027 according to the Kentucky Summative Assessment. |   |   |   |                              |         |
| Objective  | Strategy                                      | Activities  | Measure of Success  | Progress Monitoring          | Funding |
| Objective 1<br><b>Science Objective</b> – Increase the % of students scoring P/D from 70% in 2023 to 72.25% in 2024 according to the KSA.          | <b>KCWP 1: Design and Deploy Standards</b>    | Implement and evaluate Tier 1 evidenced-based curricular resources (3 <sup>rd</sup> and 4 <sup>th</sup> grades) | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments | Monitored by leadership team | General |
|  |   | Science-based professional development for 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers                   | Completed PD  | Monitored by leadership team | General |
|  | <b>KCWP 2: Design and Deliver Instruction</b> | Curriculum map, scope and sequence, learning targets, common assessments  | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments | Monitored by leadership team | General |
|  |   | Explicit instruction book study   | Completed book study  | Monitored by leadership team | General |
|  |   |   |   |                              |         |
|  |   |   |   |                              |         |
| Objective 2<br><b>Social Studies Objective</b> – increase the % of students scoring P/D from 68% in 2023 to 70.5% in 2024 according to the KSA.    | <b>KCWP 1: Design and Deploy Standards</b>    | Inquiry-based professional development  | Completed PD  | Monitored by leadership team | General |
|  | <b>KCWP 2: Design and Deliver Instruction</b> | Curriculum map, scope and sequence, learning targets, common assessments  | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments | Monitored by leadership team | General |
|  |   | Explicit instruction book study   | Completed book study  | Monitored by leadership team | General |

Goal 2 (State your science, social studies, and writing goal.):  
**Goal for Science**– Increase the % of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment.  
**Goal for SS**– Increase the % of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment.  
**Goal for Writing**– Increase the % of students scoring P/D from 53% in 2022 to 76.5% in 2027 according to the Kentucky Summative Assessment.

| Objective  | Strategy                               | Activities   | Measure of Success  | Progress Monitoring          | Funding |
|--|--|--|---|------------------------------|---------|
|  |  |  |   |                              |         |
| Objective 3<br><b>Writing Objective</b> – increase the % of students scoring P/D from 53% in 2022 to 62.4% in 2024 according to the KSA. | KCWP 1: Design and Deploy Standards    | Implement and evaluate Tier 1 evidenced-based curricular resources       | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments | Monitored by leadership team | General |
|  |  | Explicit instruction book study  | Completed book study  | Monitored by leadership team | General |
|  | KCWP 2: Design and Deliver Instruction | Curriculum map, scope and sequence, learning targets, common assessments | Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments | Monitored by leadership team | General |
|  |  |  |   |                              |         |



### 3: 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 (objectives).

Goal for Disabled Student Improvement - Increase the percent of students scoring proficient / distinguished in reading from 35% in 2022 to 67.5% in 2027.  
 Goal for Disabled Student Improvement – Increase the percent of students scoring proficient / distinguished in math from 38% in 2022 to 69% in 2027.

| Objective   | Strategy                                  | Activities   | Measure of Success   | Progress Monitoring          | Funding |
|---|---|--|--|------------------------------|---------|
| Objective 1<br>Disabled Student Improvement – Increase the percent of students scoring proficient / distinguished in reading from 25% in 2023 to 48% in 2024. | KCWP 5: Design, Align and Deliver Support | Develop and implement a school-wide MTSS (Tier 1, 2 and 3) | MTSS plan<br>Data / Tier 2 talks<br>Professional Dev.<br>Tiered instructional system | Monitored by leadership team | General |
|   |   | Co-teaching and small group instruction                    | Student achievement data   | Monitored by leadership team | General |
|   |   | Professional development                                   | Completed PD   | Monitored by leadership team | General |
|   |   |  |  |                              |         |
|   |   |  |  |                              |         |
| Objective 2<br>Disabled Student Improvement - Increase the percent of students scoring proficient / distinguished in math from 33% in 2023 to 50.4% in 2024.  | KCWP 5: Design, Align and Deliver Support | Develop and implement a school-wide MTSS (Tier 1, 2 and 3) | MTSS plan<br>Data / Tier 2 talks<br>Professional Dev.<br>Tiered instructional system | Monitored by leadership team | General |
|   |   | Co-teaching and small group instruction                    | Student achievement data   | Monitored by leadership team | General |
|   |   | Professional development                                   | Completed PD   | Monitored by leadership team | General |
|   |   |  |  |                              |         |
|   |   |  |  |                              |         |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
|           |          |            |                    |                     |         |
|           |          |            |                    |                     |         |
|           |          |            |                    |                     |         |
|           |          |            |                    |                     |         |
|           |          |            |                    |                     |         |

4: English Learner Progress

| Goal 4 (State your English Learner goal.): NA |          |            |                    |                     |         |
|---|----------|------------|--------------------|---------------------|---------|
| Objective                                     | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1                                   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |
| Objective 2                                   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |
|   |          |            |                    |                     |         |

5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.):<br>Goal for School Climate and Safety – Increase the percent of students who responded - Students being mean or hurtful to other students is NOT a problem for this school – from 24% agree / strongly agree to 62% agree / strongly agree by 2027. |   |   |   |                                 |                         |    |
|---|---|---|---|---------------------------------|-------------------------|----|
| Objective   | Strategy  | Activities  | Measure of Success                          | Progress Monitoring             | Funding                 |    |
| Objective 1<br>Increase the percent of students who responded – Students being mean or hurtful to other students is NOT a problem for this school from 30% in 22-23 to 39.2% in 23-24.  | KCWP 6: Establishing Learning Culture and Environment | Purposeful People Tier 1<br>- Created by school counselors and implemented by teachers daily. Focuses on monthly character trait. | Completed Lessons                           | Monitored by leadership team    | General                 |    |
|   |   | Counselor Instruction<br>- Whole class instruction from counselors  | Completed Lessons                           | Monitored by leadership team    | General                 |    |
|   |   | Daily school-wide student recognition program<br>- MVP  | Daily Recognitions                          | Monitored by leadership team    | General                 |    |
|   | KCWP 6: Establishing Learning Culture and Environment | Monthly school-wide assemblies aligned to the monthly character trait.  | Completed Assemblies                        | Monitored by leadership team    | General                 |    |
|   |   | Weekly small group supports   | Active Groups                               | Monitored by leadership team    | General                 |    |
|   | KCWP 6: Establishing Learning Culture and Environment | Safety Patrol   | Active Groups                               | Monitored by Safety Patrol Lead | General                 |    |
|   |   | Reading Buddies   | Active Groups                               | Monitored by lead teachers      | NA                      |    |
|   |   |   | Weekly parent newsletter & parent workshops | Newsletter and Agenda           | Monitored by counselors | NA |
|   | Objective 2   |   |   |                                 |                         |    |
|   |   |   |   |                                 |                         |    |
|   |   |   |   |                                 |                         |    |
|   |   |   |   |                                 |                         |    |





