

## 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.

- The number of students performing at proficiency in reading and math.
- The number of students performing at proficiency in writing.
- Achievement Gap of students with IEPs and/or economically disadvantaged.

## 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.

- PLCs
- MTSS

## Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.8 (Current Status) 54.9 (Indicator Score: Medium)	Significant Decline -9.9
State Assessment Results in science, social studies and writing	56 (Current Status) 43.8 (Medium)	Significant Decline -12.2
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	71.7 (Current Status) 64.2 (Low)	Significant Decline -7.5

## 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.): Increase the Reading and Mathematics Indicator from <b>64.8</b> to <b>70</b> as determined by May 2028 Kentucky Summative Assessment Results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Reading Index from <b>69.6</b> in 2023 to <b>70.6</b> in 2024.	Ensure students have an understanding of learning expectations (learning targets, goal setting, purpose) and know the criteria for success (KCWP 1 & 2)	<ul style="list-style-type: none"> <li>Create and communicate clear and precise learning targets for students</li> <li>· Learning targets are posted, stated, and referenced</li> <li>· Instructional Activities are aligned to the learning target</li> <li>· Relevance/Why is provided/discussed</li> </ul>	<ul style="list-style-type: none"> <li>· Learning targets are posted, stated, referenced, and aligned</li> <li>· Relevance is provided/discussed</li> <li>· Evidence of increased student achievement</li> <li>· Evidenced of increased student awareness of learning expectations and ability to self-assess level of understanding</li> </ul>	The building coach and principal will monitor implementation and provide specific feedback.	Funding for Curriculum Materials only: Title I & Section 6
		Implementation of Continuous Classroom Improvement (CCI) with fidelity	<ul style="list-style-type: none"> <li>· Increased student achievement as evidenced on the Universal Screener, Diagnostic Assessments, Classroom Assessments, and KSA</li> <li>· Increased student awareness in progression of learning and individual data</li> </ul>	The building coach and principal will monitor implementation and provide feedback	Funding for Curriculum Materials only: Title I & Section 6
	Collaborate to meet the Tier I educational needs of all students and ensure curriculum alignment to KY Academic Standards (KCWP 2)	Engage in weekly PLCs	<ul style="list-style-type: none"> <li>· Improved curriculum</li> <li>· Increased congruency between standards,</li> </ul>	The building coach and principal will monitor impact of PLC work through development of curriculum documents, lesson plans, classroom observations, data analysis, and student performance	Funding for Curriculum Materials only: Title I & Section 6

Goal 1 (State your reading and math goal.): Increase the Reading and Mathematics Indicator from 64.8 to 70 as determined by May 2028 Kentucky Summative Assessment Results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			learning targets, and assessment measures  · Increased teacher competencies  · Increased student achievement		
		Utilization of Building Coach to build capacity of teachers	Increased teacher effectiveness and student achievement	The principal will monitor through observation and collected data	District ESSER Funding
	Utilize technology devices to enhance learning (KCWP 1, 2, &5)	1:1 Ratio of Chromebooks	· All students have access to necessary technology to enhance learning  · Increased student achievement	The principal will monitor inventory and adhere to the developed maintenance plan for replacement of devices	Title I Funding
<b>Objective 2</b> <b>Increase the Mathematics Index from 59.9 in 2023 to 60.9 in 2024.</b>	Ensure students have an understanding of learning expectations (learning targets, goal setting, purpose) and know the criteria for success (KCWP 1 & 2)	Create and communicate clear and precise learning targets for students  · Learning targets are posted, stated, and referenced  · Instructional Activities are aligned to the learning target  · Relevance/Why is provided/discussed	· Learning targets are posted, stated, referenced, and aligned  · Relevance is provided/discussed  · Evidence of increased student achievement  · Evidenced of increased student awareness of learning expectations	The building coach and principal will monitor implementation and provide specific feedback	Funding for Curriculum Materials only: Title I & Section 6

Goal 1 (State your reading and math goal.): Increase the Reading and Mathematics Indicator from **64.8** to **70** as determined by May 2028 Kentucky Summative Assessment Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and ability to self-assess level of understanding		
		Implementation of Continuous Classroom Improvement (CCI) with fidelity	<ul style="list-style-type: none"> <li>· Increased student achievement as evidenced on the Universal Screener, Diagnostic Assessments, Classroom Assessments, and KSA</li> <li>· Increased student awareness in progression of learning and individual data</li> </ul>	The building coach and principal will monitor implementation and provide feedback	Funding for Curriculum Materials only: Title I & Section 6
	Collaborate to meet the Tier I educational needs of all students and ensure curriculum alignment to KY Academic Standards (KCWP 2)	Engage in weekly PLCs	<ul style="list-style-type: none"> <li>· Improved curriculum</li> <li>· Increased congruency between standards, learning targets, and assessment measures</li> <li>· Increased teacher competencies</li> <li>· Increased student achievement</li> </ul>	The building coach and principal will monitor impact of PLC work through development of curriculum documents, lesson plans, classroom observations, I-Bit data, data analysis, and student performance	N/A
		Utilization of Building Coach to build capacity of teachers	Increased teacher effectiveness and student achievement	The principal will monitor through observation and collected data	District ESSER Funding

Goal 1 (State your reading and math goal.): Increase the Reading and Mathematics Indicator from **64.8** to **70** as determined by May 2028 Kentucky Summative Assessment Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Utilize technology devices to enhance learning (KCWP 1, 2, &5)	1:1 Ratio of Chromebooks	· All students have access to necessary technology to enhance learning  · Increased student achievement	The principal will monitor inventory and adhere to the developed maintenance plan for replacement of devices	Title I Funding



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

Goal 2 (State your science, social studies, and writing goal.): Increase the Science, Social Studies, and Writing Indicator from <b>56</b> to <b>61</b> as determined by May 2028 Kentucky Summative Assessment Results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>Increase the Combined Writing Index from <b>54.8</b> in 2023 to <b>55.8</b> in 2024.</b>	Collaborate to analyze and revise current writing curriculum to ensure appropriate level of rigor and alignment to state standards. (KCWP 1, 2)	Develop school wide writing plan to include:  <ul style="list-style-type: none"> <li>· Instructional Calendar</li> <li>· Scope and Sequence</li> <li>· Rubrics</li> <li>· Writing Samples</li> </ul> (To be completed by May 2024)	<ul style="list-style-type: none"> <li>· Improved writing curriculum</li> <li>· Increased congruency between standards, learning targets, and assessment measures</li> <li>· Increased teacher competencies</li> <li>· Increased student achievement in writing</li> </ul>	The building coach and principal will monitor impact of collaboration through development of curriculum documents, lesson plans, classroom observations, data analysis, and student performance	Funding for Curriculum Materials only: Title I & Section 6
		Examine student writing samples to identify instructional priorities	<ul style="list-style-type: none"> <li>· Increased number of students reaching proficiency in writing</li> </ul>	The building coach and principal will monitor impact of collaboration through development of curriculum documents, lesson plans, classroom observations, data analysis, and student performance	Funding for Curriculum Materials only: Title I & Section 6
	Engage in writing curriculum and instruction focused professional development sessions (KCWP 1, 2, 3)	Participation in professional development opportunities	<ul style="list-style-type: none"> <li>· Increased teacher competencies</li> <li>· Increased student achievement in writing</li> </ul>	The building coach and principal will monitor impact through development of curriculum documents, lesson plans, classroom observations, data analysis, and student performance	Section 6
Objective 2 <b>Increase the Science Index from <b>57.3</b> to <b>58.3</b> and increase the</b>	Collaborate to meet the Tier I educational needs of all students and ensure curriculum	Engage in PLCs	<ul style="list-style-type: none"> <li>· Improved curriculum</li> </ul>	The building coach and principal will monitor impact of PLC work through development of curriculum documents,	Funding for Curriculum Materials

Goal 2 (State your science, social studies, and writing goal.): Increase the Science, Social Studies, and Writing Indicator from 56 to 61 as determined by May 2028 Kentucky Summative Assessment Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Social Studies Index from 56 to 57 in 2024.</b>	alignment to KY Academic Standards (KCWP 2)		<ul style="list-style-type: none"> <li>·Increased congruency between standards, learning targets, and assessment measures</li> <li>·Increased teacher competencies</li> <li>·Increased student achievement</li> </ul>	lesson plans, classroom observations, data analysis, and student performance	only: Title I & Section 6
		Utilization of Building Coach to build capacity of teachers	Increased teacher effectiveness and student achievement	The principal will monitor through observation and collected data	District ESSER Funding
	Ensure alignment of KY Academic Standards and current assessment measures. (KCWP 3 & 4)	<ul style="list-style-type: none"> <li>·Review alignment of current assessment measures and KY Academic Standards</li> <li>·Utilization of Edulastic platform for assessments</li> </ul>	<ul style="list-style-type: none"> <li>·More accurate representation of students' level of understanding</li> <li>·Increased student achievement</li> </ul>	The building coach and the principal will monitor through curriculum documents, assessment measures, data analysis, and student performance	Funding for Curriculum Materials only: Title I & Section 6
	Ensure students have an understanding of learning expectations (learning targets, goal setting, purpose) and know the criteria for success (KCWP 1 & 2)	Create and communicate clear and precise learning targets for students <ul style="list-style-type: none"> <li>· Learning targets are posted, stated, and referenced</li> <li>· Instructional Activities are aligned to the learning target</li> <li>· Relevance/Why is provided/discussed</li> </ul>	<ul style="list-style-type: none"> <li>· Learning targets are posted, stated, referenced, and aligned</li> <li>· Relevance is provided/discussed</li> <li>· Evidence of increased student achievement</li> <li>· Evidenced of increased student awareness of learning expectations</li> </ul>	The building coach and principal will monitor implementation and provide specific feedback.	Funding for Curriculum Materials only: Title I & Section 6

Goal 2 (State your science, social studies, and writing goal.): Increase the Science, Social Studies, and Writing Indicator from 56 to 61 as determined by May 2028 Kentucky Summative Assessment Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and ability to self-assess level of understanding		

### 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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>Increase the Reading and Mathematics Status for Economically Disadvantaged Students from 56 to 57.</b>	Monitor students' progress toward mastery of standards through ongoing formative assessment and to determine tiered intervention needs (KCWP 3, 4, 5)	Engage in regular progress monitoring	<ul style="list-style-type: none"> <li>· Early identification of students in need of intervention</li> <li>· Increase in proficiency for GAP students</li> </ul>	Implementation will be monitored through observation, data collection, and PLCs	Funding for Materials only: Title I & Section 6
		Utilize monitoring/documentation tools for tiered intervention movement considerations	<ul style="list-style-type: none"> <li>· Students receive appropriate interventions</li> <li>· Increase in student proficiency for GAP students</li> </ul>	Implementation will be monitored through observation, data collection, and PLCs	Funding for Curriculum Materials only: Title I & Section 6
	Ensure that non-academic needs are met by addressing barriers to learning (KCWP 5&6)	Collaborate with the Family Resource Center to identify students in need of additional supports	· Increase in achievement for GAP students	The principal will regularly collaborate with the FRYSC and teachers to ensure that learning barriers are addressed	FRYSC Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			·Decrease in barriers to learning		
		Collaborate with the School Nurse and School Counselor to identify students in need of additional supports	·Increase in achievement for GAP students ·Decrease in barriers to learning	The principal will regularly collaborate with the school nurse and the school counselor to address learning barriers and student needs	Section 6 & Title I
	Ensure appropriate academic interventions are in place to meet the needs of identified GAP students (KCWP 1, 2, 4, 5)	Implementation of RTI	·Increase in proficiency for GAP students	The building coach, principal, and grade level teams will monitor progress through the use of regular data collection and analysis	Funding for Materials: Title I & Section 6
Objective 2 <b>Increase the Reading and Mathematics Status for Students with IEPs from <u>36.2</u> to <u>37.2</u></b>	Monitor students' progress toward mastery of standards and IEP goals through ongoing formative assessment. Utilize assessment data to determine instructional needs (KCWP 3, 4, 5)	Engage in regular process monitoring and utilize data to determine instructional needs	·Increase in proficiency for students with IEPs	Implementation will be monitored through observation, data collection, PLCs, and collaboration among the special education team and general education teachers	Funding for materials only: Section 6
	Ensure that non-academic needs are met by addressing barriers to learning (KCWP 5&6)	Collaborate with the Family Resource Center, School Nurse, and School Counselor to identify students in need of additional supports	·Decrease in barriers to learning ·Increase in proficiency for students with IEPs	Regular collaboration will ensure that learning barriers are addressed and student needs are being met	FRYSC Funds, Section 6, & Title I

#### 4: English Learner Progress

Goal 4 (State your English Learner goal.):By May of 2028, 100% of EL Students will Increase composite scores on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Tables					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: EL students will increase their composite score on the ACCESS assessment by 0.5	Ensure appropriate academic interventions are taking place to meet the needs of EL students (KCWP 5)	Provide students with 20 minutes of Imagine Learning 2-4 times per week	Student growth as evidenced on the Imagine Learning reports	The principal, classroom teacher, and EL teacher will collectively monitor EL student data on a monthly basis	District Title I
		Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation	Student growth toward identified goal as evidenced on the Imagine Learning report and ACCESS results	The principal, classroom teacher, and EL teacher will collectively monitor EL student data on a monthly basis	District Title III
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals	Student growth toward identified goal as evidenced on the Imagine Learning report and ACCESS results	The principal, classroom teacher, and EL teacher will collectively monitor EL student data on a monthly basis	District Title III

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Climate and School Safety Indicator from <b>64.2</b> to <b>69.2</b> as determined by May 2028 Kentucky Summative Assessment Results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Climate Index from <b>75.4</b> to <b>76.4</b> .	Identify and address barriers (KCWP 5)	Analyze survey results and develop an action plan to address areas of needed improvement	<ul style="list-style-type: none"> <li>Increased awareness of current barriers to improved school climate</li> <li>Improved School Climate</li> </ul>	The principal in collaboration with the school counselor, grade level teams, MTSS team, leadership team, and the SBDM Council will regularly monitor progress.	No funding needed
	Develop students' understanding of rules, awareness of how behavior affects others, and character strengths to assist in acting appropriately in the academic setting (KCWP 5)	Implementation of Tier I PBIS with Fidelity	Improved student behavior and school climate	The principal in collaboration with the school counselor, grade level teams, MTSS team and leadership team will regularly monitor progress.	Section 6 & Title I
		Conduct monthly MTSS meetings	<ul style="list-style-type: none"> <li>Increased awareness of current trends</li> <li>Improved school climate</li> </ul>	The principal will ensure monthly meetings occur	No funding needed
		Provide character education through daily SEL and guidance instruction. Recognize students monthly for exemplary evidence of character traits	Improved school climate and student behavior toward peers	The principal in collaboration with the school counselor, grade level teams, MTSS team and leadership team will regularly monitor implementation and progress	Section 6 & Title I
Objective 2 Increase the Safety Index from <b>67.9</b> to <b>68.9</b> .	Identify and address barriers (KCWP 5)	Analyze survey results and develop an action plan to address areas of needed improvement	<ul style="list-style-type: none"> <li>Increased awareness of current barriers to improved school climate/safety</li> <li>Improved school safety</li> </ul>	The principal in collaboration with the school counselor, grade level teams, MTSS team, leadership team, and the SBDM Council will regularly monitor progress	No funding needed
	Develop students' understanding of rules, awareness of how behavior affects others, and character strengths to assist in acting appropriately in the academic setting (KCWP 5)	Implementation of Tier I PBIS with Fidelity	Improved student behavior and school climate	The principal in collaboration with the school counselor, grade level teams, MTSS team and leadership team will regularly monitor progress	Section 6 & Title I
		Conduct monthly MTSS meetings	<ul style="list-style-type: none"> <li>Increased awareness of current trends</li> </ul>	The principal will ensure monthly meetings occur	

Goal 5 (State your climate and safety goal.): Increase the Climate and School Safety Indicator from **64.2** to **69.2** as determined by May 2028 Kentucky Summative Assessment Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			·Improved school climate		