

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.

- 1- 37% of students with a disability scored proficient/distinguished on the KSA in reading as opposed to 58% of all students.
- 2- Social/emotional health is still a concern and is something we are working on through SEL lessons and individual/group sessions.

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 2: Design and Deliver Instruction
KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Increase
State Assessment Results in science, social studies and writing	High	Increase
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	High	Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1: By the end of the 2025-26 school year, increase the indicator score for reading and math from 69.5 to 81.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2023-24 school year, increase the indicator score for reading and math from 73.5 to 77.5.	Strategy-KCWP 5: Design, Align, and Deliver Support Response to Intervention Plan-Teachers will use the data from the iReady Assessment, Fountas & Pinnell Benchmark Assessment, and formative classroom assessments to identify students needing additional support for mastery in reading and math. A block of intervention time for students in 1 st -5 th grade will be a part of the daily schedule. All certified and classified staff will assist during the set time.	All instructional staff will analyze student data during weekly PLC meetings. Teachers will use data results to discuss and reflect on instructional strategies leading to student learning. The data results will also be utilized to plan intervention lessons as needed. Teachers will group students as needed based on skill, need and progress data. All staff members will work with students one-on-one or in a small group depending on the identified level.	Kentucky Summative Assessment (KSA)	iReady Assessments	Title I
			iReady Reports	Fountas & Pinnell Assessments	
			Fountas & Pinnell Assessments	Classroom Assessments	
			Formative Classroom Assessments		

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
<p>Objective 1 During the 2023-24 school year Increase the overall indicator score for students with disabilities from 63.6 to 67.3</p>	<p>Strategy-KCWP 5: Design, Align, and Deliver Support Response to Intervention Plan-Teachers will use the data from the iReady Assessment, Fountas & Pinnell Benchmark Assessment, and formative classroom assessments to identify students needing additional support for mastery in reading and math. A block of intervention time for students in 1st-5th grade will be a part of the daily schedule. All certified and classified staff will assist during the set time.</p>	<p>All instructional staff will analyze student data during weekly PLC meetings. Teachers will use data results to discuss and reflect on instructional strategies leading to student learning. The data results will also be utilized to plan intervention lessons as needed. Teachers will group students as needed based on skill, need and progress data. All staff members will work with students one-on-one or in a small group depending on the identified level.</p>	<p>Kentucky Summative Assessment (KSA)</p>	<p>iReady Assessments Fountas & Pinnell Assessments Classroom Assessments</p>	<p>Title I</p>

4: English Learner Progress

Goal 4: By the end of the 2025-26 school year, 100% of EL students will increase their composite score 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: During the 2023-24 school year, 100% of EL students will increase their composite score on the ACCESS assessment by 0.5.	KCWP 5: Design, Align and Deliver Support The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.	Students will be provided with 20 minutes of Imagine Learning four times per week.	Imagine Learning reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.	District Title I
		Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation.	Ellevation reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.	District Title III
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals.	Ellevation reports, ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.	District Title III

