



# SES 2024-2025 Phase Three: Comprehensive School Improvement Plan\_10312024\_15:37

2024-2025 Phase Three: Comprehensive School Improvement Plan

**Sebastian Elementary School**  
**Jeremy Hall**  
90 LBJ Road  
Jackson, Kentucky, 41339  
United States of America

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## 2024-2025 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for 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 have goals for 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 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. 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shiple*y, *Baldrige*, 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 used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.


a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan \(CSIP\) Template](#).

- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

## Attachment Name

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 2024-2025 CSP

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Goal 1 Increase Proficiency Score in Reading from 34% to 62.7% by year 2027, and Math from 31% to 58% by year 2027

Objective 1

Increase Proficiency Percentage in Reading from 34% to 49% by year 2025

Objective 2

Increase the Proficiency Percentage in Math from 31% to 45% by year 2025

Goal 2 Increase Proficiency rates in Science to 44.7% by year 2027, and in Social Studies to 72.3% by year 2027, and in Writing to 58.5% by year 2027 as measured by state required academic assessments

Objective 1

Increase Proficiency Percentage in Science to 35% by year 2025

Objective 2

Increase Proficiency percentage in Social Studies to 51% by year 2025

Objective 3

Increase Proficiency percentage in Writing to 46% by year 2025

Goal 3 Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.

Objective 1

Increase the percentage of students with disabilities scoring proficient and distinguished in reading to 45% by 2025 as measured by state-required academic assessments.

Objective 2


Increase the percentage of students with disabilities scoring proficient and distinguished in math to 43% by 2025 as measured by state-required academic assessments.

Goal 4 During the 2023-2024 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.

#### Objective 1

Increase the QSCS to 85 by year 2025

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024-2025 CSP	This is our completed comprehensive school improvement plan.	.