

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

1: State Assessment Results in Reading and Mathematics

Goal 1: Reading Goal – Increase the % of students scoring P/D from 71% in 2022 to 85.5% in 2027 according to the Kentucky Summative Assessment. Math Goal– 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: Increase proficiency in the area of reading and math as evidenced by the Kentucky Summative Assessment as follows: Reading from 67% (2024) to 77% (2025) Math from 75% (2024) to 80% (2025)	KCWP 1: Design and deliver instruction including reviewing and revising school curriculum to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.	KCWP 1: PLCs will develop clear and precise learning targets aligned to mastery standards which learning targets are posted and used for instruction.	HQIR Benchmarks iReady Progress Monitoring Bridges Progress Monitoring Spring 2025 KSA Scores	Lesson Plans PLC Team Agendas Learning Walks	No Funds Needed
		KCWP 2: Teachers will receive training using HQIR(My View) for writing instruction.	HQIR Benchmarks Spring 2025 KSA Scores	PLC Team Agendas Learning Walks	6 hour PD, No Funds Needed
	KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy.	KCWP 4: Revise and develop a tiered system of support including analysis of tiered data for reading, writing and math including behavioral supports	iReady Progress Monitoring Bridges Progress Monitoring Behavior Support Plans	Progress Monitoring Data & Meetings Learning Walks	3 hour PD, No Funds Needed
		KCWP 2: Teachers will receive training on explicit instruction delivery techniques to increase active engagement to 95% through Opportunities to Response.	HQIR Benchmarks Progress Checkpoints	Learning Walks Coaching Cycles	3 hours PD, Portland Training, \$1,000-General
	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when	KCWP 2: Teachers will receive training on the district elementary school report card including mastery standards grading.	Formative & Summative Assessments	District Elementary School Report Card	3 hour PD, No Funds Needed

Goal 1: Reading Goal – Increase the % of students scoring P/D from 71% in 2022 to 85.5% in 2027 according to the Kentucky Summative Assessment. Math Goal– 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
	students fail to meet mastery or achieve mastery.				

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

Goal 2: Science Goal– Increase the percentage of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment. Social Studies Goal– Increase the percentage of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment. Writing Goal– Increase the percentage 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 Science Objective – Increase the percentage of students scoring P/D from 50% in 2024 to 70% in 2025 according to the KSA.	KCWP 1: Design and deliver instruction including reviewing and revising school curriculum to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.	KCWP 1: Teams will continue to implement and evaluate evidenced based curricular resources (PhD) to instruction.	Formative Learning Checks KSA Results	Learning Walks PLC Data Protocol Analysis	3 hours PD, General
	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	KCWP 2: Provide support through on-going professional development in the area of science (PhD).	Formative Learning Checks	Learning Walks PLC Data Protocol Analysis	1,500-General
Objective 2 Social Studies Objective –Increase the percentage of students scoring P/D from 69% in 2024 to 80% in 2025 according to the KSA.	KCWP 1: Design and deliver instruction including reviewing and revising school curriculum to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.	#1-KCWP 1: Ensure the curriculum is aligned to state/essential standards, support the instruction and assessment, paced with accuracy, and is taught with fidelity through investigating and piloting a social studies curriculum/materials, observing instruction in other schools, and piloting the selected program in 5th grade.	Formative & Summative Learning Checks KSA Results	Learning Walks PLC Data Protocol Analysis	Materials, General
	KCWP 2: Design and Deliver Instruction	Teachers will incorporate writing to learn and writing to demonstrate	Writing Analysis	Learning Walks	No Funds Needed

Goal 2: Science Goal– Increase the percentage of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment. Social Studies Goal– Increase the percentage of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment. Writing Goal– Increase the percentage 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
		learning activities through social studies instruction.	KSA Results	PLC Data Protocol Analysis	
Objective 3 Writing Objective – Increase the % of students scoring P/D from 48% in 2024 to 65% in 2025 according to the KSA.	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	Teachers will engage in a school wide writing analysis to determine areas of strength and set goals for next steps.	Writing Analysis KSA Results	Learning Walks PLC Data Protocol Analysis	No Funds Needed
	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	Teachers will receive targeted professional development based on the Simple View of Writing (SVW), focusing on enhancing both writing quality and writing fluency with the goal of improving students' ability to produce coherent, well-organized written work across all subjects.	CBMs Cold Writes	Live Scoring	No Funds Needed
	KCWP 2: Design and Deliver Instruction	Teachers will provide rapid, frequent feedback and monitoring of success criteria as evidenced by cold writes administered at least 3 times a year.	Cold Writes/On Demand Progress Check Up Writing	Coaching Cycles PLC Data Protocol Analysis	No Funds Needed

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 Special Education Student Improvement - Increase the percent of students scoring proficient / distinguished in reading from 35% in 2022 to 67.5% in 2027.
Goal for Special Education 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 Special Education Student Improvement – Increase the percent of students scoring proficient / distinguished in reading from 35% in 2024 to 50% in 2025. Special Education Student Improvement - Increase the percent of students scoring proficient / distinguished in math from 42% in 2024 to 52% in 2025.	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	KCWP 2: Professional development with co-teaching models to differentiate teaching and learning within the classroom.	Formative Assessments KSA Results	Coaching Cycles PLC Data Protocol Analysis	1.5 hours PD-No Funds Needed, District ECE Specialist
		KCWP 2: Co-teacher collaboration with general education teachers especially in the areas of reading and math as evidenced by the master schedule developed to meet the needs of diverse learners.	Formative & Summative Assessments KSA Results	Master Schedule Coaching Cycles	1.5 hours PD-No Funds Needed, District ECE Specialist
	KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy and math.	KCWP 4: Targeted monthly Tier Talks with PLC teams, ECE teachers and interventionists to analyze data and revise instructional practices to meet the needs of students. KCWP 3: Analyzing data in order to identify priorities and implement actionable steps that impact instruction/student learning.	Formative Assessments iReady Data	Tier Talks Data Protocol Analysis	No Funds Needed

4: English Learner Progress

Goal 4: Increase the EL Progress Indicator Rate, as measured by WIDA ACCESS for ELLs and Alternate ACCESS for ELLs from 52.9 in 2022 to 59.0 in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Special Education Student Improvement – Increase the percent of students scoring proficient / distinguished in reading from 40% in 2024 to 50% in 2025.	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	KCWP 2: ELL Teacher and regular education teacher will attend the TESOL Conference learn researched based instructional strategies to support ELL students. Teachers will present professional development as evidenced from sessions presented at the conference.	HQIR Vocabulary Benchmarks iREADY	Tier Talks Data Protocol Analysis	District ELL Funds
Special Education Student Improvement - Increase the percent of students scoring proficient / distinguished in math from 36% in 2024 to 46% in 2025.	KCWP 5: Ensuring the work with staff to determine which best practice strategies will meet the identified needs of the students.	KCWP 1: Develop a system for ELL staff to adjust the curriculum (vocabulary and pacing) based on assessment results to design a newcomer ELL program to specifically address the language needs of ELL students. ELL staff will participate and implement Marzano’s Teaching Basic, Advanced, and Academic to explicitly teach vocabulary to EL.	HQIR Vocabulary Benchmarks iREADY	3 times/year Marzano assessment	General Funds

5: Quality of School Climate and Safety

Goal 5: Goal for School Climate and Safety – Based on the Quality of School Climate and Safety indicators, which uses perception survey data to measure student insight into the school environment, reach an indicator score of 85 or higher by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve our Quality of School Climate and Safety overall indicator score from 73.2, based on 2024 KSA data to 75 or higher by June 2025.	KCWP 6: Establishing Learning Culture and Environment	KCWP 6: Teachers will revise classroom management plans to align with CHAMPS expectations to develop guidelines for student success.	2025 KSA QSCS Results	CHAMPS Classroom Management Plans Learning Walks	3 hours PD, \$1,500-General
	KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	KCWP 4: School will conduct learning walks using CHAMPS protocol to make informed decisions.	CHAMPS Learning Walkthrough Tool	CHAMPS Learning Walkthrough Tool	No Funds Needed
		KCWP 6: Ensuring a school culture that promotes shared leadership opportunities among all shareholders to elevate a positive and supportive culture for learning through Morning Meeting, Classroom Guidance, Small-group Guidance, Feeling Buddies and Daily Gators in the Spotlight.	2025 KSA QSCS Results	Morning Meeting Lessons Classroom Guidance Lessons	No Funds Needed
	KCWP 6: Establishing Learning Culture and Environment	KCWP 6: Special Education teacher will provide professional development as evidenced from professional development attended on Teaching Emotional Brains on Strategies for Student Behavior, Resilience, Regulation and Trauma.	2025 KSA QSCS Results	Learning Walks	3 hours PD, \$950, General
	KCWP 6: Establishing Learning Culture and Environment	The School Climate Committee will establish a student survey to assess and to revise school climate and safety.	2025 KSA QSCS Results	School Student Survey	No Funds Needed

Goal 5: Goal for School Climate and Safety – Based on the Quality of School Climate and Safety indicators, which uses perception survey data to measure student insight into the school environment, reach an indicator score of 85 or higher by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The school will continue to provide parent workshops to build knowledge and understanding for strategies and resources for topics such as managing anxiety and social media.	Newsletter & Parent Workshop Agenda	Parent Google Feedback Form	No Funds Needed

