

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.

- Fifty-seven percent (57%) of students scored below proficiency on KSA in reading.
- Sixty-seven percent (67%) of students scored below proficiency on KSA in math.
- Seventy-two percent (72%) of students scored below proficiency on KSA in social studies and science.
- Seventy-three percent (73%) of students scored below proficiency on KSA in combined writing, which was our lowest scoring content area.
- Thirty percent (30%) of African American students scored proficient/distinguished in reading on the KSA, compared to 44% of white students scoring proficient/distinguished in reading.
- Ten percent (10%) of African American students scored proficient/distinguished in math on the KSA, compared to 38% of white students scoring proficient/distinguished in math.

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: Standards will be deconstructed and rigorous learning targets will be created along with success criteria needed to achieve mastery. Unit plans will be collaboratively developed for each subject in each grade level, and a monitoring system will be created and implemented to ensure understanding of each year's focus area of continuous improvement.

KCWP 2: Design and Deliver Instruction: Reading teachers, reading interventionists, and administration will all be trained in the Science of Reading and LETRS foundational reading strategies. Those strategies will be implemented across grade levels, with an emphasis in grades K-3. Administration will provide feedback and coaching on the Science of Reading instructional strategies through walkthroughs and the teacher evaluation and effectiveness system.

KCWP 6: Establishing Learning Culture and Environment: Perception data feedback will be utilized to create working condition goals to grow trust between faculty and the leadership team. Opportunities for SEL, family engagement, and student celebrations will be increased and offered throughout the year.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	56.7 Medium	+4.6 Increased
State Assessment Results in science, social studies and writing	53.8 Medium	-3.3 Declined
English Learner Progress		
Quality of School Climate and Safety	75.7 Medium	-1.8 Maintained
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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
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.	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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

1: State Assessment Results in Reading and Mathematics

Goal 1: By spring of 2027, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in reading from 43% to 58% and in math from 33% to 48%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in reading from 43% to 48% and in math from 33% to 38%, as measured by state assessments.	(KCWP 1) Develop a system for designing and deploying standards in order to create and implement high quality aligned pacing guides and unit plans.	The leadership team will collaborate to develop a template for unit plans that will ensure learning targets, success criteria, and formative assessments are aligned to Kentucky Academic Standards. Teachers will collaborate and use the Kentucky Academic Standards and backwards design processes to develop unit plans throughout the year during PLC meetings, common grade level planning times, after school sessions, and summer PD days. The leadership team will develop a monitoring system to provide support and feedback on pacing guides and unit plans throughout the year prior to the beginning of instruction of each unit.	Increased number of students scoring proficient and distinguished on classroom, benchmark, and state assessments 100% of teachers will have a completed pacing guide for each grading period with the standards chunked into 1-4 week intervals By the spring of 2026, 100% of teachers will have unit plans for each unit and each subject taught; the focused areas of chunked standards, learning targets, success criteria, and formative assessments will be completed on each unit plan before the unit is taught	Classroom assessments i-Ready assessments Digital walkthroughs Shared Google Drive Pacing guides Unit plans Monitoring schedule	District (i-Ready)

Goal 1: *By spring of 2027, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in reading from 43% to 58% and in math from 33% to 48%, as measured by state assessments.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			A monitoring system will be used by the leadership team to ensure both digital and classroom walkthroughs focus on the intended improvement areas		
	(KCWP 2) <i>Implement a system to design and deliver high quality evidence-based instruction in order to meet the Tier 1 educational needs of all students.</i>	Teachers will collaborate throughout the year during PLC meetings, common grade level planning times, and after school sessions to develop instructional plans that will meet the intent of the standard and learning target. Teachers will use strategies from evidence-based programs and initiatives such as LETRS training, iReady math, etc. The leadership team will develop a monitoring system to provide instructional support and feedback.	An increase in the number of teachers trained in LETRS An increase in the number of teachers implementing Science of Reading and/or iReady math strategies A monitoring system will be used by the leadership team to ensure instructional strategies are being implemented	Digital walkthroughs Classroom walkthroughs Shared Google Drive Unit plans Monitoring schedule Administration attend PLC planning meetings	District (LETRS training) School (i-Ready math training)

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

Goal 2: By spring of 2027, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in science from 28% to 43%, in social studies from 28% to 43% and in writing from 27% to 42%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in science from 28% to 33%, in social studies from 28% to 33% and in writing from 27% to 32%, as measured by state assessments.	(KCWP 1) Develop a system for designing and deploying standards in order to create and implement high quality aligned pacing guides and unit plans.	The leadership team will collaborate to develop a template for unit plans that will ensure learning targets, success criteria, and formative assessments are aligned to Kentucky Academic Standards. Teachers will collaborate and use the Kentucky Academic Standards and backwards design processes to develop unit plans throughout the year during PLC meetings, common grade level planning times, after school sessions, and summer PD days. The leadership team will develop a monitoring system to provide support and feedback on pacing guides and unit plans throughout the year prior to the beginning of instruction of each unit.	Increased number of students scoring proficient and distinguished on classroom, benchmark, and state assessments 100% of teachers will have a completed pacing guide for each grading period with the standards chunked into 1-4 week intervals By the spring of 2026, 100% of teachers will have unit plans for each unit and each subject taught; the focused areas of chunked standards, learning targets, success criteria, and formative assessments will be completed on each unit plan before the unit is taught	Classroom assessments Digital walkthroughs Shared Google Drive Pacing guides Unit plans Monitoring schedule	School (Open SciEd units as developed)

Goal 2: <i>By spring of 2027, Campbellsville Elementary will increase the percentage of students scoring proficient or distinguished in science from 28% to 43%, in social studies from 28% to 43% and in writing from 27% to 42%, as measured by state assessments.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			A monitoring system will be used by the leadership team to ensure both digital and classroom walkthroughs focus on the intended improvement areas		

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
<i>By spring of 2025, Campbellsville Elementary will increase the percentage of African American students scoring proficient or distinguished in reading from 30% to 35% and in math from 10% to 15%, as measured by state assessments.</i>	(KCWP 2) <i>Implement a system to design and deliver high quality evidence-based instruction in order to meet the Tier 1 educational needs of all students.</i>	Grades K-2 will create and administer common summative unit assessments. Grades 3-5 will utilize the Edulastic platform to create and administer summative unit assessments. During weekly grade level planning times, teachers will disaggregate assessment data according to standards and subgroups in order to make instructional decisions that specifically target groups of students to close gaps (i.e. placing students in small groups, re-teaching, discussions with interventionists, family involvement, etc.)	An increase in the number of African American students scoring proficient and distinguished on classroom assessments, benchmark, and state assessments	data review with coaches and admin MTSS meetings with interventionists	School (Edulastic)

4: English Learner Progress

Goal 4: <i>By spring of 2027, all EL students at Campbellsville Elementary not reaching English Language Proficiency will progress by at least 1.5 levels as measured by ACCESS testing.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>By spring of 2025, all EL students at Campbellsville Elementary not reaching English Language Proficiency will progress by at least 0.5 level as measured by ACCESS testing.</i>	(KCWP 2) <i>Implement a system to design and deliver high quality evidence-based instruction in order to meet the Tier 1 educational needs of all students.</i>	Grades K-2 will create and administer common summative unit assessments. Grades 3-5 will utilize the Edulastic platform to create and administer summative unit assessments. During weekly grade level planning times, teachers will disaggregate assessment data according to standards and subgroups in order to make instructional decisions that specifically target groups of students to close gaps (i.e. placing students in small groups, re-teaching, discussions with interventionists, family involvement, etc.)	An increase in the number of EL students scoring proficient and distinguished on classroom assessments, benchmark, and state assessments An increase in the number of EL students reaching English proficiency on the ACCESS assessments	data review with coaches and admin MTSS meetings with interventionists	School (Edulastic)

5: Quality of School Climate and Safety

Goal 5: *By spring of 2027, Campbellsville Elementary will increase the climate index score from 79.6 to 94.6 and the safety index score from 71.7 to 86.7 as measured by the School Climate and Safety Survey.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>By spring of 2025, Campbellsville Elementary will increase the climate index score from 79.6 to 84.6 and the safety index score from 71.7 to 76.7 as measured by the School Climate and Safety Survey.</i>	(KCWP 6) <i>Improve learning environment and culture in order to foster an inclusive environment that supports positive teacher-student relationships and family engagement.</i>	Each grade level team will create and implement a protocol for daily check-ins with students. Students will be identified and celebrated monthly and quarterly (i.e. leadership luncheons, honor roll, perfect attendance, kindness, positive postcards, etc.) 3rd-5th grade students may apply to participate in School-Wide Leadership Jobs The guidance counselor will establish regular classroom SEL lessons in grades K-5 Teachers will incorporate self-assessment strategies for students to give feedback on the climate and safety of our school. Students will take a school-developed Learning Environment Survey at least twice per year. Tier 2 and 3 behavior students will receive targeted SEL instruction in our SOAR program	An increase in positive responses on student Learning Environment Surveys An increase in the number of and variety of students who are being celebrated each nine weeks	Learning Environment Surveys Daily check-in documents/reports Self-assessment strategies Recognition Rallies Leadership Luncheons Morning Meeting (SOAR Expectations)	Community Partnership (Leadership Luncheons) School (as needed) District ECE (SEL curriculum)