

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work

Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s)

Strategy:

Reading: Decrease the percentage of students scoring Novice from 68% to 58%.

Math: Decrease the percentage of students scoring Novice from 54% to 44%

Activities:

Station Teaching in Co-teaching Classrooms

SDI using Reading and Math curriculum

Use of data to drive instruction

Progress Monitoring:

Weekly Walkthroughs, PLC Minutes, Data Analysis Protocol

Funding:

District DOSE

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By 2028, PCMS will increase the percentage of students scoring P/D in Reading from 27% to 36%.

By 2028, PCMS will increase the percentage of students scoring P/D in Math from 21% to 30%.

Objective(s):

Reading: Increase the percentage of students scoring P/D on KSA from 27 to 30% and decrease students scoring Novice by 10%.

Math: Increase the percentage of students scoring P/D on KSA from 21% to 24% and decrease students scoring Novice by 10%.

Strategy:

KCWP1: Design & Deploy Standards, KCWP 2 Design & Deliver Instruction, KCWP 5 Design, Align & Deliver Support, KCWP 4 Review, Analyze & Apply Data Analysis, KCWP 6: Establish Learning Environment and Culture

Activities:

Tier I Instruction using HQIR, PD for staff on Student Engagement Strategies and Using Data to Drive Instruction, Implementation of Effective Lesson Planning using Chunking, CREW time to support Reading and Math interventions, MTSS Academy for RTI, CKEC Coaches for Reading and Math, Weekly Walkthroughs, PLC: Data Analysis Protocol, Reading Interventionist, ESS

Progress Monitoring:

PLC Meeting Minutes, Weekly Walkthrough Data, CKEC Meeting Minutes, NWEA data, HMH Growth Measure Assessment

Funding:

District, Title I, Title II

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2028, PCMS will increase the percentage of students scoring P/D in Science from 15% to 24% and decrease the percentage of students scoring Novice by 20%.

By 2028, PCMS will increase the percentage of students scoring P/D in Social Studies from 19% to 28% and decrease the percentage of students scoring Novice by 20%.

By 2028, PCMS will increase the percentage of students scoring P/D in Writing from 20% to 29% and decrease the percentage of students scoring Novice by 20%.

Objective(s):

Science: Increase the percentage of students scoring P/D from 15% to 18% and decrease Novice by 10%.

Social Studies: Increase the percentage of students scoring P/D from 19% to 22% and decrease Novice by 10%.

Writing: Increase the percentage of students scoring P/D from 20% to 23% and decrease Novice by 10%.

Strategy:

KCWP1: Design & Deploy Standards, KCWP 2 Design & Deliver Instruction, KCWP 5 Design, Align & Deliver Support, KCWP 4 Review, Analyze & Apply Data Analysis, KCWP 6: Establish Learning Environment and Culture

Activities:

Tier I Instruction using HQIR(SS), PD for staff on Student Engagement Strategies and Using Data to Drive Instruction, Implementation of Effective Lesson Planning using Chunking, CREW time to support Reading and Math interventions, MTSS Academy for RTI, CKEC Coaches for Reading and Math, Weekly Walkthroughs, PLC: Data Analysis Protocol

Progress Monitoring:

PLC Meeting Minutes, Weekly Walkthrough Data, CKEC Meeting Minutes, NWEA data, HMH Growth Measure Assessment

Funding:

District

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By 2028, PCMS ELL students will progress at least 2 levels on the ACCESS assessment.

Objective(s):

EL students will progress 0.5 level on the ACCESS Assessment

Strategy:

KCWP 5: Design, Align & Deliver Support

Activities:

Use translation earbuds for students, HQIR in native language, EL assistant to work with students

Progress Monitoring:

EL Coordinator meeting with EL assistant

Funding:

District

Priority Indicator #3: [Quality of School Climate and Safety](#)

Three- to Five-Year Goal:

By 2028, PCMS will increase the Climate Index from 66 to 75.

By 2028, PCMS will increase the Safety Index from 56 to 65.

Objective(s):

Increase the Climate Index from 66 to 69.

Increase the Safety Index from 56 to 59.

Strategy:

KCWP 6: Establish Learning Environment and Culture

Activities:

Learner Profile Focus, Weekly SEL Lessons, Student Voice Summit Committee, After School Clubs, PBIS Rewards, MTSS Teams supporting students, Peer Pirate Pals, Middle School Mingle, Attendance Incentives, Yondr Implementation, Kindness Campaign, Captain Bash, Responsibility Centered Discipline Program

Progress Monitoring:

Behavior Referrals Decrease, Increased Attendance Rate,

Funding:

Title I, SBDM

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding: