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, Baldridge, 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):

Increase proficiency in Math by 8% in 2026 with our gap population- ECE students.

*Current ECE proficiency state is 12% compared to 50% school-wide.

Increase proficiency in Reading by 10% in 2026 with our gap population- ECE students.

*Current ECE proficiency state is 15% compared to 53% school-wide.

Strategy:

KCWP 2: Design & Deliver Instruction- re-teaching strategies and differentiation methods

KCWP 4: Review, Analyze, and apply data results- formative data, and benchmarking data

KCWP 5: Design, Align, and deliver support processes

Activities:

-Daily learning target intervention

-Refine co-teaching classrooms

-Refine instructional delivery methods

-Implementation of learning centers and stations

Progress Monitoring:

PLC's , Walkthroughs /Observations, Data Conferences, ECE team meetings, PGP meetings, and Assessments (unit + MAP)

Funding:

N/A

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:

TCHS will increase students scoring proficient in Math by 10% by 2028. Students will increase proficiency in Math from our current state of 50% to 60% by 2028.

Objective(s):

Increase Math proficiency by 2% in 2026.

Strategy:

KCWP 1: Design & Deploy Standards- focus on Priority Standards & benchmarking assessments (identify novice & reduce)

KCWP 3: Design & Deliver Assessment- focus on aligned formative assessment and feedback

KCWP 6: Establish Culture- focus on celebrating academic successes

Activities:

-Identify/refine priority standards

-Adjust/Update Curriculum maps and pacing guides to reflect priority standards

-Identify essential vocabulary tied to priority standards

-Highlight priority standards in our planning documents & instruction

-Plan/implement for both cooperative learning strategies and high-yield strategies in engagement section (more/less document)

-Site visit to a high performing Math school

-Plan & Implement culture/climate plan

Progress Monitoring:

PLC's, Walkthroughs /Observations, Data Conferences, Unit Instructional Checklist, PGP meetings, assessments, and KSA

Funding:

N/A

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	No
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:

TCHS will increase students scoring proficient in Science by 10% by 2028. Students will increase proficiency in Science from our current state of 28% to 38% by 2028

Objective(s):

To increase Science proficiency by 5% in 2026.

Strategy:

KCWP 1: Design & Deploy Standards- focus on Priority Standards & benchmarking assessments (identify novice & reduce or apprentice & move)

KCWP 2: Design & Deliver Assessment- focus on less whole group instruction with cooperative learning strategies and implement 'effective elements of a lesson' to include assessment and feedback that is aligned

KCWP 6: Establish Culture- focus on celebrating academic successes

Activities:

-Identify/refine priority standards

-Adjust/Update Curriculum maps and pacing guides to reflect priority standards

-Identify essential vocabulary tied to priority standards

-Highlight priority standards in our planning documents & instruction

-Plan/implement both cooperative learning strategies and high-yield strategies in the engagement section

-Site visit to high performing Science school

-Plan & implement culture/climate plan

Progress Monitoring:
PLC's, Walkthroughs /Observations, Data Conferences, Unit Instructional Checklist, PGP meetings

Funding:
N/A

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
Increase our QSCS indicator score from its current state of 63.8 (high) to 68.0 (very high) by 2028

Objective(s):
Increase our QSCS indicator score by 3 points to 67 (high) in 2026

Strategy:
Strategy 1: KCWP 4- Review, Analyze and Apply Data

Strategy2: KCWP 5- Design, Align, and Deliver Support

Activities:
Activity 1 – Share information with students on our safety protocols and practice (Jan.)

Activity 2 – Review questions of lowest score in 23– 24 data with students for understanding and discuss protocols in place.

Activity 3 – Students complete a survey on lowest scored areas and use student reflection on Plus/Deltas to adjust needed areas.

Class Meetings

Revised Discipline Handbook

Progress Monitoring:
KSA Data & Surveys

Funding:
N/A

Priority Indicator #3: 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:
Click or tap here to enter text.

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:
Click or tap here to enter text.