

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):

Objective 1: By the end of 2025-2026 academic school year, our school will reduce the achievement gap in reading and mathematics between All Students and identified underserved student groups (Students with Disabilities and Economically Disadvantaged students) by at least 5 percentage points as measured by state-aligned and interim assessments.

Strategy:

Strengthen the systematic use of data to identify student learning needs and intentionally design, align, and deliver targeted academic supports to ensure all students have equitable access to grade-level standards.

Activities:

- Conduct regular data analysis during PLC meetings using NAPD, benchmark, and formative assessment data to identify trends, gaps, and students in need of support.
- Develop and maintain data-informed intervention plans for identified students, clearly outlining targeted skills, instructional strategies, and progress monitoring tools.
- Implement a structured intervention block to provide Tier 2 and Tier 3 supports aligned to identified student needs.
- Provide professional learning for staff focused on interpreting assessment data and selecting effective, research-based instructional interventions.

Progress Monitoring:

- August 2025-May 2026
- PLC agendas, minutes, and data review protocols will be reviewed monthly to ensure consistent analysis and instructional response.
- Student progress will be monitored using benchmark assessments, intervention progress monitoring tools, and classroom formative assessments.
- Administrative walkthroughs and intervention fidelity checks will be conducted quarterly to ensure supports are implemented as planned.

Funding:

Title I funds, local funds, and applicable federal grants will be used to support intervention resources, instructional materials, and professional learning.

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:

Increase overall student proficiency in reading and mathematics to meet or exceed the state average within five years by establishing a consistent, data-driven system of instructional support.

Objective(s):

Objective 1 (Reading): By the end of the 2025-2026 academic year, our school will increase overall reading proficiency from 31% to 35% (4-point increase), as measured by state assessments and aligned interim measures.

Objective 2 (Math): By the end of the 2025-2026 academic year, our school will decrease the overall mathematics novice rate of 36% to 32% (4-point reduction), as measured by state assessments and aligned interim measures.

Strategy:

Using **KCWP 4** and **KCWP 5**, our school will use continuous data analysis to guide instructional decisions and deliver aligned, timely supports that address identified learning gaps while maintaining access to grade-level instruction.

Activities:

- Analyze schoolwide assessment data following each benchmark window to identify priority standards and instructional gaps.
- Use data to adjust core instruction and assign students to targeted intervention groups.
- Align intervention resources and instructional materials to identified student needs and state standards.
- Provide ongoing coaching and collaborative planning opportunities to support teachers in implementing data-informed instructional strategies.

Progress Monitoring:

- Benchmark assessment results will be reviewed after each administration to track progress toward proficiency goals.
- PLC documentation will be used to verify data-driven instructional adjustments.
- Student growth will be tracked through formative assessments and progress monitoring tools, with adjustments made as needed.

Funding:

Title I funds and local instructional funds will support assessment tools, intervention materials, and professional learning.

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	No
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

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 Spring 2028, Middlesboro Elementary School will reduce the percent of students scoring apprentice on KSA Science, while increasing the percentage of students scoring Proficient/Distinguished compared to 2025 KSA Science data.

Objective(s):

By the end of the 2025-2026 academic year, our school will decrease the overall science apprentice percentage from 54% to 50% (4-point decrease) with an emphasis on moving students to proficiency, as measured by state assessments and aligned interim measures.

Strategy:

Using KCWP 4 and KCWP 5, our school will implement a continuous improvement cycle to reduce the percentage of students scoring apprentice on KSA Science.

Activities:

- Analyze science assessment data following each benchmark window to identify priority standards and instructional gaps.
- Use data to adjust core instruction and assign students to targeted intervention groups.
- Align intervention resources and instructional materials to identified student needs and state standards.
- Provide ongoing coaching and collaborative planning opportunities to support teachers in implementing data-informed instructional strategies.

Progress Monitoring:

- Benchmark assessment results will be reviewed after each administration to track progress toward goals.
- PLC documentation will be used to verify data-driven instructional adjustments.

- Student growth will be tracked through formative assessments and progress monitoring tools, with adjustments made as needed.

Funding:

Title I funds and local instructional funds will support assessment tools, intervention materials, and professional learning.

Priority Indicator #2: 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 #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.