

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):

MCIS is no longer designated as a TSI school; however, we will continue to prioritize efforts to close the achievement gaps between our general education students and students with IEPs.

Disability with IEP

Reduce Novice performance on the 25-26 KSA Reading portion from 41% to 36% and the Math portion, 56% to 51%. Continue to reduce Novice by 5% annually on KSA Reading and Math. Our Special Needs Population continues to be a strong focus!

Novice	22-23	23-24	24-25	25-26
Reading	55%	57%	41%	
Math	63%	63%	56%	

Increase Proficiency performance on the 25-26 KSA Reading portion from 26% to 31% and the Math portion, 13% to 18%. Continue to increase Proficiency by 5% annually on KSA Reading and Math.

Proficiency	22-23	23-24	24-25	25-26
Reading	15%	12%	26%	
Math	11%	10%	13%	

Strategy:

KCWP 1 & 2:

Collaborative teaching will continue between general education teachers and special education teachers. Scheduled WIN (What I Need) time will be used to provide additional, intensive support for all special education students. Special education teachers, in collaboration with their co-teachers, will continue to refine and strengthen specially designed instruction (SDI) to meet individual student needs.

KCWP 3:

Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture. Frequent data analysis and monitoring of progress

Activities:

General education teachers are placing an increased emphasis on providing specially designed instruction (SDI) for all students, with intentional focus on students with special needs, particularly in supporting students' effective use of accommodations to attain and master grade-level standards. Daily instruction is delivered collaboratively by both teachers in the classroom, allowing for increased opportunities for small-group instruction. In addition to co-teaching and resource support, intensive interventions during WIN (What I Need) time provide targeted assistance for special education students. Teachers regularly analyze formative assessment data and progress-monitoring results during weekly PLC meetings to inform instructional decisions and adjust supports as needed.

Progress Monitoring:

Biweekly progress monitoring is conducted by the special education teacher in collaboration with the general education teacher to track student growth and inform instructional adjustments. Administration reviews nine-week grading data in comparison to i-Ready diagnostic results, with "On Grade Level" proficiency used as a reference point to determine whether grades accurately reflect the rigor of grade-level content. In addition, diagnostic progress monitoring and assessments are administered regularly to measure student growth over time. The i-Ready diagnostic is administered three times per year—Fall (August), Winter (December), and Spring (April).

Funding:

No additional initial funding is required beyond the standard resources already allocated through SBDM and Title I budgets.

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:

Over the next three school years, 2025- 2028, MCIS aims to decrease the percentage of Novice performance and increase the percentage of Proficiency performance on the KSA in the areas of Reading and Math. Reduce Novice performance by 5% annually and increase Proficiency/Distinguish performance by 5% annually.

Objective(s):

Objective 1 Reduce the percentage of **Novice** performances by 5% in Reading and Math on the 25-26 KSA.

Novice	21-22	22-23	23-24	24-25	25-26
Reading	35%	31%	28%	17%	
Math	36%	33%	28%	25%	

Objective 2 Increase the percentage of **Proficiency** performances by 5% in Reading and Math on the 25-26 KSA.

Proficiency	21-22	22-23	23-24	24-25	25-26
Reading	36%	39%	44%	55%	
Math	28%	33%	38%	42%	

Strategy:

KCWP 1 & 2

Scheduled WIN (What I Need) time is implemented to provide tiered interventions and supports for Tier I, II, and III students. Extended School Services (ESS) are embedded within the school day, allowing for targeted, intensive interventions for Tier II and Tier III students in addition to support provided during WIN time. Flexible ability grouping is used to ensure instruction is responsive to student needs. Specially Designed Instruction (SDI) is implemented within the instructional block to address the individual needs of all Tier I, II, and III students.

KCWP 3

Administration will implement leadership practices aligned with the Seven Correlates of Effective Schools to strengthen the overall climate and culture at MCIS, with the goal of improving teaching and learning conditions and increasing overall student achievement.

Activities:

- A 25-minute instructional block is built into the daily schedule.
- Students complete activities aligned to tiered assignments.
- Tier II and Tier III students receive targeted, intensive small-group support.
- Teachers provide small-group instruction using flexible, homogeneous groupings based on student ability.
- Instructional activities are designed to be rigorous and to promote higher-order thinking skills.

Progress Monitoring:

Administrative classroom observations provide evidence of small-group instruction, while student work samples demonstrate engagement with rigorous, grade-level content. Teachers create and monitor common formative assessments and KSA-like summative assessments aligned to the Kentucky Academic Standards (KAS); these assessments are regularly updated and analyzed during weekly PLCs and common planning meetings. Administration reviews nine-week grades in comparison to i-Ready diagnostic results, using “On Grade Level” proficiency as a benchmark to ensure that grades accurately reflect the rigor of the content. Daytime ESS teachers and interventionists progress-monitor Tier II and Tier III students weekly using Fastbridge diagnostics and every nine weeks with i-Ready diagnostics. Administration also monitors weekly team PLCs, monthly grade-level PLCs, and nine-week grade reports, comparing them to i-Ready data to ensure congruency between assessment data and student performance.

Funding:

Title I Funds: Interventionist, 1 IA’s

ESS Funds

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:

Over the next three school years, 2025- 2028, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.

Objective(s):

Objective 1

Increase the percentage of **Proficiency** performances by 5% on the 25-26 KSA in the area of Science.

Proficiency	21-22	22-23	23-24	24-25	25-26
	21%	35%	26%	39%	
Novice	21-22	22-23	23-24	24-25	25-26
	15%	10%	14%	9%	

Objective 2

Increase the percentage of **Proficiency** performances by 5% on the 25-26 KSA in the area of Social Studies.

Proficiency	21-22	22-23	23-24	24-25	25-26
	30%	38%	38%	40%	
Novice	21-22	22-23	23-24	24-25	25-26
	38%	34%	28%	32%	

Objective 3

Increase the percentage of **Proficiency** performances by 5% on the 24-25 KSA in the composite area of On-Demand Writing.

Proficiency	21-22	22-23	23-24	24-25	25-26
	22%	28%	37%	39%	
Novice	21-22	22-23	23-24	24-25	25-26
	29%	24%	22%	22%	

Strategy:

KCWP 1 & 2

MCIS will implement consistent, school-wide writing strategies, including Short Answer Responses, CRE (Claim, Restate, Evidence), On-Demand Writing, and the 4-Square Organizer. Specially Designed Instruction (SDI) and ability grouping will be utilized within the instructional block to address the individual needs of all Tier I, II, and III students. Teachers will continue to develop units and lessons aligned to the Kentucky Academic Standards, ensuring lesson congruence and differentiation to meet the diverse needs of students.

KCWP 3

Administration will implement leadership practices grounded in the Seven Correlates of Effective Schools to strengthen the overall climate and culture at MCIS, with the goal of supporting teacher effectiveness and improving student achievement. Administration will also conduct frequent data analysis

Activities:

The fourth-grade schedule will be restructured to allow for dedicated science instruction. Learning targets aligned to the Kentucky Academic Standards will be clearly articulated and used to guide daily instruction, lessons, and assessments. Instruction will focus on scientific phenomena connected to the KSA standards and will include rigorous activities that promote higher-order thinking. Teachers will incorporate cooperative learning and project-based learning opportunities, differentiated to meet diverse learner needs. Writing strategies will be embedded into daily science instruction, with clear expectations for the use of organizers and strategies when responding to written questions. Teachers will regularly analyze formative assessments during weekly PLC meetings, as well as summative and diagnostic assessment data, to inform instructional adjustments and improve student outcomes.

Progress Monitoring:

Teachers create and monitor common formative assessments and KSA-like summative assessments aligned to the Kentucky Academic Standards; these assessments are updated as needed and analyzed during weekly PLCs and common planning meetings. Student work samples and assessment data provide evidence of rigorous, grade-level instruction and expectations, with progress monitored weekly by teachers and quarterly by administration. Teachers teach daily learning targets that build upon the standards and administer formative assessments regularly to ensure student mastery. When mastery is not achieved, teachers design and implement reteaching lessons to provide additional support. Administrators conduct classroom observations and walkthroughs to verify the implementation of cooperative learning and project-based learning strategies and to ensure instructional practices align with established expectations.

Funding:

No additional initial funding is required beyond the standard resources already allocated through SBDM and Title I budgets.

Priority Indicator #2:

English Learner Progress

Three- to Five-Year Goal:

Over the next three school years, 25-28, MCIS will continue to improve English language proficiency and academic achievement outcomes for all English Language Learners (ELLs) to ensure their successful integration and progress within the mainstream educational environment thus showing yearly 5% improvement on the ACCESS test until ultimately testing out of the ELL program.

Objective(s):

MCIS will promote English Language Proficiency Growth by Increasing the percentage of ELL students achieving proficiency levels on standardized English language proficiency assessments by at least 20% for the 25-26 Access Testing Year.

Strategy:

KCWP 1 & 2 3:

Lesson Congruence utilized to meet the individual needs of all Tier I, II, and III students within the instructional block. Teachers will continue to create Units and Lessons that follow Kentucky Academic Standards.

KCWP 3:

Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.

Activities:

MCIS will take a more intentional and strategic approach to scheduling English Learner (EL) students to ensure they have dedicated, protected time during the school day to receive targeted instruction and support from the EL teacher. Schedules will be designed to minimize conflicts with core instruction while allowing EL students consistent access to language development services aligned to their individual proficiency levels and instructional needs. In addition to direct EL instruction, scheduling will allow for collaboration with classroom teachers and access to supplemental resources, interventions, and accommodations that support both language acquisition and content mastery. This intentional scheduling approach ensures EL services are delivered with fidelity, promotes equitable access to instruction, and supports EL students in developing the academic language skills necessary for long-term academic success.

Progress Monitoring:

MCIS will implement a consistent progress-monitoring process for the English Language Learner (ELL) population through biweekly meetings with the EL teacher. During these meetings, student data will be reviewed to monitor language development, academic progress, and the effectiveness of instructional supports and interventions. The EL teacher will share formative assessment results, observational data, and progress toward language proficiency goals, allowing the team to identify trends, address concerns, and adjust supports as needed. This collaborative approach ensures timely decision-making, strengthens instructional alignment, and provides targeted supports to meet the evolving needs of ELL students.

Funding:

No additional initial funding is required beyond the standard resources already allocated through SBDM and Title I budgets.

Priority Indicator #3:

Quality of School Climate and Safety

Three- to Five-Year Goal:

Over the next three years, MCIS will strategically implement and sustain practices that promote a positive school culture in order to continuously improve the overall climate and safety for all stakeholders. Through these efforts, MCIS will strengthen systems that support student behavior, staff well-being, and a safe learning environment. By the end of the 2025–2026 school year, MCIS will achieve a significant reduction in behavior referral incidents while increasing teacher retention and achieving the highest levels of positive response on school climate and safety surveys

Objective(s):

Based on results from the KSA Quality of School Climate and Safety Survey indicating that students perceive peer meanness as a significant concern, MCIS will intentionally promote and strengthen positive peer relationships schoolwide. Success will be measured by an annual increase of at least 3% in the overall Quality of School Climate and Safety Index, as reflected in survey results each year.

Strategy:

KCWP 6:

Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.

Activities:

MCIS will implement the new House System as a comprehensive, schoolwide strategy designed to strengthen student relationships, improve school climate, and foster a sense of belonging among all students. The House System will intentionally create smaller communities within the school where students can build positive connections with peers and adults. Through a variety of structured activities—such as team-building events, service projects, academic competitions, celebrations, and leadership opportunities—students will be encouraged to demonstrate respect, collaboration, and responsibility. Regular House meetings and activities will reinforce positive behavior expectations, recognize student achievements, and promote inclusivity. By embedding multiple, engaging activities throughout the school year, the House System will serve as a proactive approach to improving peer interactions and reducing negative behaviors, ultimately contributing to a more positive and supportive school climate at MCIS.

Progress Monitoring:

MCIS will monitor the effectiveness and implementation of the House System through multiple data sources to ensure it is positively impacting school climate and student behavior. Attendance data will be reviewed regularly to identify trends in student engagement and sense of belonging. Behavior referral data will be analyzed to determine whether the House System is contributing to a reduction in negative behaviors and improved peer interactions. In addition, student surveys will be administered to gather feedback on students' perceptions of belonging, relationships, and overall school climate within their Houses. This ongoing review of attendance, referral, and survey data will allow staff to make informed adjustments to House activities and supports to ensure the system is implemented with fidelity and continues to meet student needs.

Funding:

No additional initial funding is required beyond the standard resources already allocated through SBDM and Title I budgets.