

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):

By the May 2026 KSA administration, the school will reduce the percentage of students with IEPs performing at the Novice level to below 40% in Mathematics and below 50% in Reading, as measured by KSA results, through standards-aligned instruction, targeted interventions, and consistent progress monitoring.

Strategy:

KCWP 1: Design and Deploy Standards.

KCWP 2: Design and deliver instruction.

Activities:

The school will reduce the percentage of students with IEPs performing at the Novice level in Reading and Math by strengthening standards-aligned Tier 1 instruction, ensuring the consistent implementation of IEP accommodations and specially designed instruction. The school will implement explicit, evidence-based literacy and math instructional practices that emphasize foundational skill development while maintaining access to grade-level Kentucky Academic Standards. Collaborative planning and effective co-teaching models will be utilized to align instruction to student needs and IEP goals. Ongoing progress monitoring and data review will guide instructional adjustments, professional learning, and intervention supports, while family communication and engagement will support student growth toward proficiency as measured by the Kentucky Summative Assessment.

Progress Monitoring:

KSA, i-ready data, PLC data, yearly SBDM Council updates.

Funding:

Title 1, Section 6, IDEA.

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:

Three-Year KSA Schoolwide Performance Goal

By the Spring 2028 Kentucky Summative Assessment (KSA) administration, the school will increase overall student proficiency (Proficient and Distinguished) to 50–70% in both Reading and Mathematics, while simultaneously reducing the percentage of students performing at the Novice level to below 20% schoolwide, as measured by KSA Reading and Mathematics results. This goal will be achieved through the implementation of standards-aligned core instruction, targeted and intensive interventions through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive practices, and the fidelity of instructional supports and accommodations across all grade levels.

Objective(s):

Beginning with the Spring 2026 Kentucky Summative Assessment (KSA) and continuing annually, the school will systematically increase the percentage of students scoring Proficient and Distinguished while decreasing the percentage of students scoring at the Novice level in both Reading and Mathematics, as measured by KSA results. This continuous improvement will be supported through the implementation of standards-aligned Tier 1 instruction, targeted Tier 2 and Tier 3 interventions through the MTSS framework, consistent progress monitoring, effective co-teaching and inclusive instructional practices, and the fidelity of instructional supports and accommodations to ensure sustained, measurable growth each year.

Strategy:

KCWP 1: Design and Deploy Standards.

KCWP 2: Design and deliver instruction.

Activities:

The school will implement a Tiered MTSS framework in Reading and Math, using core instruction, targeted interventions, and intensive supports with progress monitoring and collaboration to increase proficiency and reduce Novice performance for all students, including those with IEPs.

Progress Monitoring:

KSA, i-ready data, PLC data, yearly SBDM Council updates.

Funding:
Title 1, Section 6, IDEA

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)	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 Spring 2028, King Middle School will increase student proficiency in editing and mechanics and open-response writing to 50–70% through standards-aligned instruction, targeted interventions, collaborative planning, and ongoing progress monitoring.

Objective(s):

By adhering to the district writing plan and implementing evidence-based best practices, King Middle School will continue to increase writing proficiency school wide each year, with a focus on improving editing and mechanics skills and open-response writing, ensuring students develop strong, grade-level writing skills across all content areas.

Strategy:

KCWP 1: Design and Deploy Standards.

KCWP 2: Design and deliver instruction

Activities:

Weekly PLC data meetings, Following the District writing plan with focuses on CER and 4 Square, writing each class period which should include quick writes, and writing to highlight understanding of the content, best practices writing strategies, and system checks along the way.

Progress Monitoring:

KSA, i-ready data, PLC data, yearly SBDM Council updates.

Funding: Title 1, Section 6, IDEA

Click or tap here to enter text.

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

Three- to Five-Year Goal:

By Spring 2028, KMS will consistently increase science proficiency each year, reaching a target of 45–55% proficiency school wide.

Objective(s):

At KMS, we will drive science proficiency over 30% school wide as quickly as possible. We will climb each year to a target goal of 45-55% within three years.

Strategy:

KCWP 1: Design and Deploy Standards.

KCWP 2: Design and deliver instruction

Activities:

Implement standards-aligned, phenomena-based instruction (OpenSciEd) in all science classrooms.

Provide regular PLC collaboration focused on unpacking standards, analyzing student work, and adjusting instruction.

Use formative assessments and common assessments to monitor progress and guide instruction.

Offer targeted interventions and enrichment based on student data, including support for novice and developing learners.

Strengthen academic vocabulary and scientific writing through CER (Claim, Evidence, Reasoning) and open-response practice.

Provide ongoing professional learning and coaching in science content, questioning, and instructional best practices.

Progress Monitoring:

KSA, PLC data, yearly SBDM Council updates.

Funding:

Title 1, Section 6, IDEA.

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.