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 Reading proficiency rates for students in the Disability with IEP & Accommodations demographic group from 50% (2025) to 55% by 2026.

Strategy:
KCWP 2: Design and Deliver Instruction: The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

KCWP 5: Design, Align and Deliver Support The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

Activities:

Activity 1: Reading Intervention Block - Teachers will provide daily interventions to identified students using Reading Master, Heggerty's Bridge the Gap and Corrective Reading programs.

Progress Monitoring:
iReady Diagnostic data and assessments from interventions, Observations monitored by Angie Robinson (Instructional Coach), Classroom teachers and Intervention Teachers

Funding:
3,500 Title I funds

Activity 2: Coaching will occur bi-monthly by the instructional coach. The focus will be on implementation of programs and teacher/student engagement. This will provide teachers additional support in using the programs with fidelity, engaging students in vibrant learning and student success. Coaching will occur 3-4 times yearly with School Net and Ready Math through the Kentucky Comprehensive Literacy Grant 2025 (KYCL25) and the Numeracy Counts Grant. This will provide teachers feedback on their progress in using the two HQIRs to promote teacher/student success in these programs

Progress Monitoring:
Student performance, observations & reflection in PLC meetings with Instruction Coach, Angie Robinson, Julie King from SchoolNet and Lindsey Aguilar from Curriculum Associates.
Funding:

Title I funds (Instructional Coach)
Grant funds from KYCL25
Grant funds from KY Numeracy Counts

Objective(s):

Increase Math proficiency rates for students in the Disability with IEP & Accommodations demographic group from 41% (2025) to 45% by 2026.

Strategy:

KCWP 2: Design and Deliver Instruction: The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

KCWP 5: Design, Align and Deliver Support The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

Activities:

Activity 1: Math Intervention Block - Teachers will provide daily interventions to identified students.

Progress Monitoring:
iReady Diagnostic data and assessments from interventions, Observations monitored by Angie Robinson (Instructional Coach), Classroom teachers and Intervention Teachers

Funding:
3,500 Title I funds

Activity 2: Coaching will occur bi-monthly by the instructional coach. The focus will be on implementation of programs and teacher/student engagement. This will provide teachers additional support in using the programs with fidelity, engaging students in vibrant learning and student success. Coaching will occur 3-4 times yearly with School Net and Ready Math through the Kentucky Comprehensive Literacy Grant 2025 (KYCL25) and the Numeracy Counts Grant. This will provide teachers feedback on their progress in using the two HQIRs to promote teacher/student success in these programs

Progress Monitoring:
Student performance, observations & reflection in PLC meetings with Instruction Coach, Angie Robinson, Julie King from SchoolNet and Lindsey Aguilar from Curriculum Associates.

Funding:
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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 reading and math proficiency rates for all students from 65.5% (2025) to 70% by 2028.

Objective(s):
Increase reading proficiency rates for all students from 66% (2025) to 70% by 2028.

Strategy:
KCWP 1: Design and Deploy Standards
The following activities comprise a system to continually review and revise curriculum to ensure that it is aligned to standards and assessments, accurately paced, and rigorous.

KCWP 2: Design and Deliver Instruction The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

KCWP 5: Design, Align and Deliver Support The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

Activities:

***Activity 1*:** Reading Intervention Block - Teachers will provide daily interventions to identified students using Reading Master, Heggerty's Bridge the Gap and Corrective Reading programs.

Progress Monitoring:
iReady Diagnostic data and assessments from interventions, Observations monitored by Angie Robinson (Instructional Coach) and Classroom Teachers

Funding:
3,500/ESS Funds

***Activity 2*:** Highly Qualified Instructional Resources (HQIR) will be implemented in all classrooms with fidelity. This will include professional development opportunities. The focus will be on implementation of programs and teacher/student engagement. This will provide teachers additional support in using the programs with fidelity, engaging students in vibrant learning and student success. Coaching will occur 3-4 times yearly with School Net and Ready Math through the Kentucky Comprehensive Literacy Grant 2025 (KYCL25) and the Numeracy Counts Grant. This will provide teachers feedback on their progress in using the two HQIRs to promote teacher/student success in these programs

Progress Monitoring:
Student performance, observations & iReady Data monitored by April Mounce (Principal), Angie Robinson (Instructional Coach), Classroom Teachers, Julie King from SchoolNet and Lindsey Aguilar from Curriculum Associates.

Funding:
District Funds

Objective(s):

Increase math proficiency rates for all students from 65% (2025) to 70% by 2028.

Strategy:

KCWP 1: Design and Deploy Standards

The following activities comprise a system to continually review and revise curriculum to ensure that it is aligned to standards and assessments, accurately paced, and rigorous.

KCWP 2: Design and Deliver Instruction The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

KCWP 5: Design, Align and Deliver Support The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

Activities:

Activity 1: Math Intervention Block - Teachers will provide daily interventions to identified students.

Progress Monitoring:

iReady Diagnostic data and assessments from interventions, observations monitored by Angie Robinson (Instructional Coach) and Classroom Teachers

Funding:

3,500/ESS Funds

***Activity 2*:** Highly Qualified Instructional Resources (HQIR) will be implemented in all classrooms with fidelity. This will include professional development opportunities. The focus will be on implementation of programs and teacher/student engagement. This will provide teachers additional support in using the programs with fidelity, engaging students in vibrant learning and student success. Coaching will occur 3-4 times yearly with School Net and Ready Math through the Kentucky Comprehensive Literacy Grant 2025 (KYCL25) and the Numeracy Counts Grant. This will provide teachers feedback on their progress in using the two HQIRs to promote teacher/student success in these programs

Progress Monitoring:

Student performance, observations & iReady Data monitored by April Mounce (Principal), Angie Robinson (Instructional Coach), Classroom Teachers, Julie King from SchoolNet and Lindsey Aguilar from Curriculum Associates.

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	No
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: 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.