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):

By spring of 2026, Madison Middle will increase the percentage of students with disabilities scoring proficient/distinguished in reading from 21% to 39.2 % and in math from 16% to 30.7% as measured by state assessments.

Strategy:

- Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences (KCWP 2).
- Ensure that standardized assessment results are used appropriately to propel student achievement. Implement formal and informal processes that teachers and students use to gather evidence to directly improve student learning (KCWP 3).

Activities:

- Implementation of HQIR in all ELA classrooms
- 100% inclusion for all SS, Sc classrooms
- Intentional daily RTI that includes both push in and pull out for grouping to meet student needs
- Weekly PLCs allow co-teaching teams to collaborate and gain clarity while ensuring alignment to Kentucky Academic Standards
- Teachers will develop aligned learning intentions and success criteria, share high yield instructional strategies, review and refine common assessments and use student data according to subgroups to develop a plan of action to close the gaps (KCWP 3)
- School leadership will provide PLC protocol and feedback throughout the process
- Teachers will routinely use a set of comprehension-building practices to help students make sense of text and build their word knowledge; students will be regularly given the opportunity to ask and answer questions to help them better understand what they are reading within the text (IP#1-standard 21) (KCWP 2)

Progress Monitoring:

- PLC minutes
- Walk-throughs (school level and district)
- iReady diagnostic assessments, student MyPath reports, and standards mastery results
- Common Classroom assessments
- Monitoring and coaching support for differentiation, scaffolding, and discussion being used in the classroom
- Empower students to advocate for their appropriate resources in order to be successful

Funding:

- Title 1 – iReady diagnostic assessment
- SIF grant – iReady Teacher toolbox and student MyPath
- SIF – Literacy Coach

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:
By spring of 2027, Madison Middle will increase the percentage of students scoring proficient and distinguished in reading from 57% to 67.3% and in math from 46% to 53.9% as measured by state assessments.

Objective(s):
By spring of 2026, Madison Middle will increase the percentage of students scoring proficient or distinguished in reading from 57% to 63% and in math from 46% to 51% s measured by state assessments.

Strategy:

- Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences (KCWP 2).
- Ensure that standardized assessment results are used appropriately to propel student achievement. Implement formal and informal processes that teachers and students use to gather evidence to directly improve student learning (KCWP 3).

Activities:

- Implementation of HQIR in all ELA classrooms to ensure students are receiving consistent and effective Tier 1 instruction in all classrooms
- During Weekly PLCs, content teams, instructional coach, literacy coach, and coteachers will collaborate using the HQIR and gain clarity while ensuring alignment to Kentucky Academic Standards.
- Teachers will develop aligned learning intentions and success criteria, share high yield instructional strategies, review and refine common assessments and use student data according to subgroups to develop a plan of action to close the gaps (KCWP 3)
- School leadership will provide PLC protocol and feedback throughout the process
- Teachers will routinely use a set of comprehension-building practices to help students make sense of text and build their word knowledge; students will be regularly given the opportunity to ask and answer questions to help them better understand what they are reading within the text (IP#1-standard 21) (KCWP 2)
- Teachers will participate in coaching cycles, curriculum development, and book studies to build understanding and knowledge of evidence-based literacy practices

- Provide substitute pay for teachers to attend conferences or complete peer observations, lesson studies, and intentional planning for improved instruction.
- Students to use iReady MyPath and Reading Plus to target gap areas; iReady teacher toolbox and teacher-assigned lessons for small group intentional instruction
- Co-teaching structures professional learning review and implementation; including modeling by instructional/literacy coach as practice is implemented into classrooms

Progress Monitoring:

- PLC minutes, anecdotal notes
- Walk-throughs (school level and district)
- iReady diagnostic assessments, student MyPath reports, and standards mastery results
- HQIR pacing guides and common assessments to include learning checks
- Monitoring and coaching support for differentiation, scaffolding, and discussion being used in the classroom

Funding:

- Title 1 funds – iReady diagnostic assessment, HQIR
- SIF – Literacy Coach, instructional coach, HQIR

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	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
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: 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 #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.