

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 Spring 2026, the proficiency gap in math for free and reduced lunch and paid lunch will be reduced by 20% as measured by iReady.

Strategy:

Design and Deploy Standards; Design and Deliver Instruction; Establishing Learning Culture and Environment

Activities:

To reduce the proficiency gap in math between free and reduced lunch students and their peers by 20% by Spring 2026, teachers will engage in a coordinated, data-driven approach that combines rigorous instruction with social, emotional, and family supports. Weekly Professional Learning Communities (PLCs) will focus on ensuring alignment between standards, learning targets, classroom activities, success criteria, and assessments, while mathematics unit development in grades 3–5 will provide structured, standards-aligned instructional plans. Teachers will utilize standards-based assessments and standards mastery data to identify learning gaps, inform differentiated instruction, and monitor progress. Success criteria for each standard will be generated and shared with students and families to promote clarity and accountability in learning.

In addition to academic supports, the school will leverage a comprehensive network of staff, including the guidance counselor, Family Resource Director and Worker, teachers, and the principal, to address students' social, emotional, and physical needs. A school-wide behavior system (PAWS) will maintain high expectations for all students, supporting a positive learning environment. Students will be actively engaged in personal goal setting and monitoring, supported through student-led conferences that allow them to take ownership of their learning and communicate progress with families. Learning nights with parent education components and regular communication regarding student progress will further strengthen family engagement and ensure a collaborative approach to closing the proficiency gap.

Progress Monitoring:

To monitor progress toward reducing the math proficiency gap by 20% by Spring 2026, the school will implement a comprehensive, multi-faceted system of data collection and analysis. Academic progress will be closely tracked using standards mastery scores, Richardson Assessments, student progress notebooks, and student report cards and progress reports. These tools will provide both teachers and students with frequent,

actionable feedback to inform instruction, goal setting, and personalized interventions. Behavioral and social-emotional data will be collected weekly through teacher behavior checks, public school-wide behavior reports, and the SRSS survey, ensuring that students' social and emotional needs are monitored alongside their academic progress.

Family engagement and perspectives will also play a critical role in progress monitoring. Parent surveys and data collected by the Family Resource Center (FRC) will provide insight into students' learning environments and support systems at home. By integrating academic, behavioral, and family engagement data, the school will be able to identify trends, adjust instruction, and provide targeted interventions to ensure that all students, particularly those receiving free and reduced lunch, make measurable gains toward proficiency in math. This ongoing, collaborative approach ensures that progress is transparent, actionable, and responsive to student needs.

Funding:

To support the achievement of our objectives, we will strategically utilize a combination of funding sources to provide targeted academic, social, and family supports. Title funding will be used to enhance instructional resources, professional development, and intervention programs that address learning gaps and promote student proficiency. Section 6 funds will support collaborative planning, teacher-led initiatives, and data analysis to ensure alignment between standards, learning targets, and assessments. FRC donations will be directed toward family engagement activities, learning nights, and resources that support students' social, emotional, and physical needs. Local funds will supplement these efforts by providing additional materials, staffing support, and enrichment opportunities to ensure all students, particularly those receiving free and reduced lunch, have equitable access to high-quality instruction and supports that drive academic growth.

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:

Both Math and Reading 5th Grade Kentucky Summative Assessment data will be at 80% proficiency.

Objective(s):

Objective 1: By May of 2026, 100% of classroom teachers will have 70% or more students score proficient or higher in math as measured by iReady.

Objective 2: By May of 2026, 100% of classroom teachers will have 70% or more students score proficient or higher in reading as measured by iReady.

Strategy:

Design and Deploy Standards; Design and Deliver Instruction; Design and Deliver Assessment Literacy

Activities:

To meet the objectives of increasing student proficiency in math and reading as measured by iReady by May 2026, teachers will engage in systematic, collaborative, and data-driven instructional practices. Weekly Professional Learning Communities (PLCs), led by the Academic Interventionist, will focus on ensuring alignment between standards, learning targets, classroom activities, success criteria, and assessments. These PLCs will also provide a structure for mathematics-focused professional learning, vertical alignment across grades 3–5, and the development of cohesive mathematics units. Teachers will utilize standards-based assessments and standards mastery data to monitor student progress and guide instruction. In both content areas, success criteria for each standard will be generated and shared with students and families, while clear, student-friendly learning targets will be consistently communicated to build ownership and understanding of learning goals.

In mathematics, Tier 1 instruction will be supported through the use of Ready Math in grades K–5, with intentional differentiation through both whole group and small group instruction. Teachers will implement fluency cycles targeting addition and subtraction in grades 1–2 and multiplication and division in grades 3–4. The iReady instructional component will be used a minimum of 40 minutes weekly per student to provide individualized practice aligned to students' needs. Mathematics unit development and vertical alignment work will be led by the Academic Interventionist to ensure continuity across grade levels and coherence with iReady progression and pacing guides.

In reading, teachers will use whole and small group instruction to differentiate for student needs and incorporate teacher-developed units aligned with standards and iReady progressions. Classified staff will provide targeted support in phonemic awareness, phonics, and high-frequency word instruction in grades K–3. Instructional cycles will focus on letters, sounds, and sight words to strengthen foundational literacy skills. Across both subjects, teachers will implement Continuous Classroom Improvement (CCI) and the Plan-Do-Study-Act (PDSA) process, allowing students to participate in self-assessment, goal setting, and reflection on their learning. Intentional instruction of content vocabulary will be emphasized in every grade level to support

comprehension and academic language development. Finally, teachers will identify the most appropriate assessment methods for each learning target, ensuring that instructional decisions are precise, data-informed, and responsive to student needs.

Progress Monitoring:

To achieve the objectives of having 70% or more students reach proficiency in math and reading by May 2026 as measured by iReady, teachers will engage in a structured and data-driven cycle of planning, instruction, and assessment. Weekly Professional Learning Community (PLC) meetings and PLC minutes will provide opportunities for teachers to collaboratively analyze student data, review lesson plans, and ensure alignment between standards, learning targets, activities, and assessments. Ongoing unit development and lesson planning will be guided by pacing guides and aligned to both district standards and iReady progression, ensuring consistency across classrooms. Bi-monthly progress checks, conducted by both teachers and students, will provide frequent feedback on student learning and inform instructional adjustments.

Classroom walkthroughs conducted weekly by teachers and the principal will monitor instructional fidelity, including the effective use of Frayer Models for vocabulary development, differentiated instruction, and students' engagement with Continuous Classroom Improvement (CCI) processes. Standards mastery checks will be implemented at least once per month in grades 2–5, with results analyzed during PLCs and through student CCI activities to guide targeted interventions. Fluency checks will be conducted at the end of each instructional cycle to monitor growth in foundational skills. Student performance will be continuously evaluated using multiple measures, including spring iReady scores, KPREP and KSA mathematics scores, and unit assessment results. This comprehensive approach ensures that instructional practices are aligned, progress is monitored, and students receive consistent support toward achieving proficiency in both math and reading.

Funding:

To support the achievement of our objectives, we will strategically utilize a combination of funding sources to enhance instruction and provide targeted interventions. Title funding will be used to support professional learning, classroom resources, and additional instructional support for students in need. Section 6 funds will be directed toward teacher collaboration, professional development, and instructional materials that align with district standards and iReady progression. The Mathematics Achievement Fund grant will specifically support math-focused initiatives, including intervention programs, fluency cycles, and hands-on instructional resources to increase student proficiency. Read to Achieve grant funds will be utilized to strengthen literacy instruction through targeted phonics, high-frequency word instruction, and reading interventions in grades K–3. Local funds will supplement these efforts by providing additional resources, materials, and instructional support to ensure all students have access to high-quality, differentiated instruction that addresses their specific learning needs in both math and reading.

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	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: Quality of School Climate and Safety

Three- to Five-Year Goal:

By the end of five years, 95% of students will agree or strongly agree that they feel like a valued member of the school community and that school rules are applied fairly to all students, as measured by annual student surveys.

Objective(s):

By the end of this school year, 80% of students will agree or strongly agree that they feel like a valued member of the school community and that school rules are applied fairly, as measured by the annual student survey.

Strategy:

Establishing Learning Culture and Environment

Activities:

To strengthen students’ sense of belonging and support, teachers and staff will engage in structured professional learning focused on the Opportunity Makers research from the New Teacher Project. Staff will examine how positive adult-student relationships directly impact student engagement, achievement, and overall well-being. As part of this work, teachers will participate in relationship mapping exercises to identify students with whom they have strong connections and students who may need additional support. These maps will help staff intentionally build relationships with students who feel less connected, ensuring that every child has at least one trusted adult in the building.

To enhance relationships and provide visible support for all students, the school will implement Bear Pairs, a program in which students are matched with a trusted adult mentor. These pairs will meet regularly to check in on academic progress, social-emotional needs, and personal well-being. In addition, our Student Support Services worker will coordinate targeted interventions for students experiencing challenges, and behavior

interventions will be reviewed to ensure they are fair, consistent, and supportive rather than punitive. Teachers will also use classroom strategies to promote inclusivity, recognize student efforts, and celebrate successes, further reinforcing a culture of belonging and equity.

Family and community engagement will be integral to strengthening school connectedness. The school will host family engagement events throughout the year, such as academic nights, social events, and workshops, to provide families opportunities to connect with staff and with each other. Partnerships with local colleges, businesses, and community organizations will be leveraged to expand resources for students and families and offer mentorship opportunities. Together, these activities—relationship mapping, Bear Pairs, targeted supports, and family engagement—will create a network of care that helps ensure every student feels valued, supported, and included, moving the school toward meeting its one-year objective.

Progress Monitoring:

Progress toward the goal of increasing student belonging and perceptions of fairness will be monitored through a combination of quantitative and qualitative measures. Annual student surveys will serve as the primary quantitative tool, allowing staff to track changes in the percentage of students who agree or strongly agree that they feel valued and that school rules are applied fairly. Mid-year surveys or check-ins will provide early indicators of progress and help identify areas needing immediate attention. Staff will also track participation in relationship-building initiatives, such as Bear Pairs meetings, family engagement events, and student support interventions, to ensure that all students are receiving consistent adult support.

Qualitative progress monitoring will include relationship mapping updates and reflection sessions during staff meetings. Teachers and staff will document their interactions with students and note shifts in engagement, social-emotional well-being, and responsiveness to classroom and school routines. Focus groups with students and families will provide additional insight into the effectiveness of interventions and help identify emerging challenges. This combination of survey data, observational feedback, and family input will allow the school to make timely adjustments to strategies, celebrate successes, and ensure continuous growth toward the one-year objective and the broader 3–5 year goal of fostering belonging and equitable practices.

Funding:

Funding to support the goal of increasing student belonging and equitable practices will be drawn from multiple sources to ensure a comprehensive approach. Resources from Section 6 and Title funds will be utilized to support professional learning, relationship-building initiatives, and targeted student interventions. Local district funding will provide additional support for programs such as Bear Pairs, family engagement events, and behavior intervention resources. Contributions from the PTO and the Family Resource Center (FRC) will further enhance opportunities for student enrichment, mentoring, and family engagement activities. Additional community partnerships and grants may also be leveraged to supplement these efforts, ensuring that all planned strategies are fully funded and sustainable, allowing the school to successfully achieve its one-year objective and move closer to the long-term goal of fostering belonging for every student.