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) #1:
By May of 2026 90% of F/R students will recognize and identify all 52 letters.

Strategy:
KCWP 2, KCWP 4, KCWP 5.

Activities:
Space practice of letter learning through specified letter cycles ; Daily school-wide RtI; PDSA Learning Cycles ; 45 min a week in iReady adaptive instruction in reading; Paraeducators delivering instruction during small group instruction time daily; Reading Intervention Teacher provides push-in & pull-out reading intervention services to students based on areas below benchmark checks, Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:
weekly data collection ; Letter Checks every two weeks; RTI progress monitoring

Funding:
Title 1; ESS Day Waiver; RTA Grant; Allocation

Objective(s) #2:
By May of 2026, 90% of F/R students will recognize all letter sounds including long and short vowel sounds (31 sounds).

Strategy:
KCWP 2, KCWP 4, KCWP 5.

Activities:
Space practice of letter learning through specified letter cycles ; Daily school-wide RtI; PDSA Learning Cycles ; 45 min a week in iReady adaptive instruction in reading; Paraeducators delivering instruction during small group instructional time daily; Reading Intervention Teacher provides push-in & pull-out reading intervention services to students based on areas below benchmark checks; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

weekly data collection ; Phonics Checks every two weeks; RTI progress monitoring; Formative assessments, summative assessments

Funding:
Title 1; ESS Day Waiver; RTA Grant; Allocation

Objective(s) #3:
By May of 2026, 90% of F/R students will correctly count forward 0-100.

Strategy:
KCWP 2, KCWP 4, KCWP 5.

Activities:
Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during guided math time daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:
Formative Assessments & Summative Unit Assessments; 45 min week in iReady adaptive computer instruction; Data collection bi-monthly (2 times a month)

Funding:
Title 1; ESS Day Waiver; Allocation

Objective(s) #4:
By May of 2026, 90% of F/R students will correctly count backwards 30-0.

Strategy:
KCWP 2, KCWP 4, KCWP 5.

Activities:
Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during small group time daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:
Formative Assessments & Summative Unit Assessments; 45 min week in iReady adaptive computer instruction; Data collection bi-monthly (2 times a month)

Funding:
Title 1; ESS Day Waiver; Allocation

Objective(s) #5:
By May of 2026, 90% of F/R students will recognize and identify numerals 0-20.

Strategy:
KCWP 2, KCWP 4, KCWP 5.

Activities:

Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during small groups daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

Formative Assessments & Summative Unit Assessments; 45 min week in iReady adaptive computer instruction; Data collection bi-monthly (2 times a month)

Funding:

Title 1; ESS Day Waiver; Allocation

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 2026, Madison Kindergarten Academy will increase the number of students scoring on or above level by 10% in both reading and mathematics as measured by iReady.

Objective(s) #1:

By May of 2026, 65% of all students will score at Mid-K designation, according to iReady, in both reading and math.

Strategy:

KCWP 2, KCWP 4, KCWP 5.

Activities:

Teacher led Reading & Math groups daily; 45 min week in iReady adaptive computer instruction; Paraeducators deliver instruction during small groups daily.; Intervention Staff provides pull-out math intervention to students based on areas below benchmarks; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

Standards Based Formative Assessments; weekly formative checks with 80% or higher; weekly data collection

Funding:

Title 1; ESS Day Waiver; RTA Grant; Allocation

Objective(s) #2:

By May of 2026, 90% of all students will recognize and identify all 52 letters.

Strategy:

KCWP 2, KCWP 4, KCWP 5

Activities:

Space practice of letter learning through specified letter cycles; Daily school-wide RtI; PDSA Learning Cycles ; 45 min a week in iReady adaptive instruction in reading; Paraeducators delivering instruction during small group time daily.; Reading Intervention Teacher provides push-in & pull-out reading intervention services to students based on areas below benchmark checks; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

weekly data collection; Letter Checks every two weeks; RTI progress monitoring;

Funding:

Title 1; RTA Grant; Allocation

Objective(s) #3:

By May of 2026, 90% of all students will recognize all letter sounds including long and short vowel sounds (31 sounds).

Strategy:
KCWP 2, KCWP 4, KCWP 5

Activities:
Space practice of letter learning through specified letter cycles; Daily school-wide RtI; PDSA Learning Cycles ; 45 min a week in iReady adaptive instruction in reading; Paraeducators delivering instruction during small group time daily.; Reading Intervention Teacher provides push-in & pull-out reading intervention services to students based on areas below benchmark checks; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:
Formative assessments, summative assessments; RTI progress monitor checks; Letter Checks every two weeks; RTI progress monitoring;

Funding:
Title 1; RTA Grant; Allocation

Objective(s) #4:
By May of 2026, 70% of all students will independently read grade level text measured by end of the year benchmark reading assessments.

Strategy:
KCWP 2, KCWP 4, KCWP 5

Activities:
60 minutes of small group instruction daily for all students; Literacy Footprints Materials and Lesson Resources for each classroom; Text Reading Assessment & Data Analysis 4 times a year to monitor growth and progress; Title 1 Teacher for smaller class sizes and instructional support; Para-educators deliver phonics/phonemic awareness instruction daily during reading groups using Heggerty Resource; RTA Reading Intervention Teacher provides both push-in and pull-out reading intervention services for students below benchmark criteria

Progress Monitoring:
Formative assessments, summative assessments; RTI progress monitor checks; Letter Checks every two weeks; RTI progress monitoring;

Funding:
Title 1; RTA Grant; Allocation

Objective(s) #5:
By May of 2026, 90% of all students will correctly count forward 0-100.

Strategy:
KCWP 2, KCWP 4, KCWP 5

Activities:

Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during small group instruction daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

Formative Assessments & Summative Unit Assessments; iReady; Data collection bi-monthly (2 times a month); Formative Unit Assessments; Summative Unit Assessments

Funding:

Title 1; Allocation

Objective(s) #6:

By May of 2026, 90% of all students will correctly count backwards 30-0.

Strategy:

KCWP 2, KCWP 4, KCWP 5

Activities:

Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during small groups daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

Formative Assessments & Summative Unit Assessments; iReady; Data collection bi-monthly (2 times a month); Formative Unit Assessments; Summative Unit Assessments

Funding:

Title 1; Allocation

Objective(s) #7:

By May of 2026, 90% of all students will recognize and identify numerals 0-20.

Strategy:

KCWP 2, KCWP 4, KCWP 5

Activities:

Math groups daily; 45 min week in iReady adaptive computer instruction; Daily Counting RTI; Paraeducators delivering instruction during small groups daily; Title 1 Teacher for smaller class sizes and instructional support

Progress Monitoring:

Formative Assessments & Summative Unit Assessments; iReady; Data collection bi-monthly (2 times a month); Formative Unit Assessments; Summative Unit Assessments

Funding:

Title 1; Allocation

Objective(s) #8:

With the support of Family Resource Center Director, staff and stakeholders will remove non-academic barriers to learning as a means to support student success

Strategy:

KCWP 4, KCWP 5

Activities:

FRC director collaborating with principal with various events, activities, and support for MKA students and staff by way of attendance, parent involvement, school nurse collaboration, community outreach, etc.; FRC director meets monthly with SBDM council to report above and engage stakeholders. Quantitative Infinite Campus, iReady, AVRM, and F&P;

Progress Monitoring:

Family Surveys, Monthly Attendance Meetings, Monthly MTSS Meetings

Funding:

Title 1; Family Involvement Funds, FRYSC funds, Section 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	N/A
English Learner Progress	N/A
Quality of School Climate and Safety	N/A
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

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.