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 the percent of students with IEPs scoring Proficient/Distinguished in reading from 29% to 34% by spring of 2026 as measured by state required academic assessments.

Strategy:

KCWP 1 – Design and Deploy Standards: All teachers will continuously review the current curriculum to ensure alignment to state standards.

The use of SAVVAS My View Reading Program, introduction to UFLI for primary curriculum (phonics, phonological awareness, and high frequency words.

KCWP 2 – Design and Deliver Instruction: All teachers will provide highly effective, evidence-based instruction, to meet the needs of all students

Activities:

Weekly professional learning communities will ensure curricular alignment across grade level teams.

Monthly vertical alignment team meetings will provide an opportunity to review the alignment between standards, learning targets, and assessment measures (priority standards).

Formal/Informal observations will be used to monitor teaching of state standards. The principal, to ensure assignments/activities/assessments reflect learning targets and state standards will monitor weekly lesson plans.

Continue using clearly defined RTI Framework/STAT school-wide process.

Progress Monitoring:
Enhance academic achievement of all students through data analysis, professional development, and exposure to technology.

Provide clear, manageable, standard-aligned grade-level goals with examples of proficient work. Identify and support struggling students by increased use of supplemental academic programs.

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I-Ready Plus data, Benchmark Assessment, Qualitative Reading Inventory as a means for monitoring student progress and to provide skill instruction. In addition, daily formative assessment will provide teachers with real time data for differentiating instruction.

Meeting learners at their level and moving them forward, based on classroom scores, benchmark assessments, state assessment data.

I-Ready
KSA
Classroom Assessment

Funding:
KNG Section 6 Funds

Title I

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:
To increase the number of students scoring Proficient/Distinguished from 56% in Reading to 72% by spring of 2028 and to increase the percentage of Proficient/Distinguished in Math from 46% to 67%.

Objective(s):
Increase the percentage of proficient/distinguished students in Reading from 56% to 60% by spring of 2026 as measured by state required academic assessment

Strategy:
KCWP 2 – Design and Deliver Instruction: All teachers will provide highly effective, evidence-based instruction, to meet the needs of all students.

KCWP 3 – Design and Deliver Assessment Literacy: 3rd – 5th teachers will provide assessment for learning opportunities to allow students to become responsible for their own learning.

Activities:
Monthly Reading Design Collaborative (building implementation team - ELA teachers) meetings will be held to analyze teacher data results based on fidelity checks (My View) and Observation Tool for Instructional Supports and Systems. ELA teachers will receive coaching from district and building coaches. ELA training will be provided throughout the year (PLC agendas).

Reading Design Collaborative members will collaborate with reading interventionists to ensure highly effective reading instruction is taking place for all students. ELA professional development will provide training throughout the year (PLC agendas).

Monthly vertical alignment meetings provide teachers with the opportunity to improve practice based on data collected from My View fidelity

Monthly Curriculum Coaching with our math instructors' meetings will be held to analyze teacher data results based monthly walk-throughs and curriculum support with instructional coach, principal, and district coach support. Math teachers will receive coaching from building coach and pull from district coaching.
Math members will collaborate with instructional coaches to ensure highly effective math instruction and development/revision of math curriculum. Instructional Coach will provide training throughout the year.

Progress Monitoring:
Administration ensures regularly scheduled data meetings (PLC, common planning) to review the alignment between standards, learning targets, and assessment measures.

Administration ensures monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks (I-Ready).

Principal, Teachers, Instructional Assistants
Review, Analyze, and Apply Data Results: iReady, KSA
Classroom Assessment
(formative/summative)
Professional Evidence PLCs – Data, Instructional, Reflection Talks
Fall, Winter, Spring – I-Ready benchmarks

Funding:
KNG Section 6 Funds

Title I

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: English Learner Progress

Three- to Five-Year Goal:

Increase the percentage of students scoring proficient/distinguished in Science from 44% to 53% by spring 2028 as measured by state required academic assessments.

Objective(s):

Increase the percentage of students scoring proficient/distinguished in Science from 44% to 48% by spring 2026 as measured by state required academic assessments.

Strategy:

KCWP 5: Design, Align, and Deliver Support

KCWP 4: Review, Analyze, and Apply Data.

Activities:

Science teachers will meet bi-weekly to review upcoming unit plans to ensure that instructional strategies are rigorous and inquiry-based, and that assessments and resources are tightly aligned to grade level standards.

Progress Monitoring:

Student performance on classroom tasks and formative summative assessment data.

The Principal, Guidance Counselor, Classroom Teacher, and science teachers will collectively monitor student data monthly. Simple Solutions, formative assessments, and summative assessments

Funding:
Title I

Priority Indicator #2:

Three- to Five-Year Goal:

Objective(s):

Strategy:

Activities:

Progress Monitoring:

Funding: