

Wrigley Elementary School 2025-2026

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):

By June 2026, the number of students in the sub-group students with disabilities-IEP, scoring Novice in math will reduce from 33% to 29%.

By June 2026, the number of students in sub-group students with disabilities-IEP, scoring Novice in reading will reduce from 18% to 14%.

Strategy:

KCWP 3: Assessment Literacy (Ensuring staff use assessment data to inform all instructional decisions).

KCWP 5: Design, Align, Deliver Support Processes

Activities:

- 1. Utilize evidence from universal screeners to inform what comes next for individual students in WIN groups.**
- 2. Ensure that all staff (teachers, interventionists, and administrators) use assessment data to benefit student learning.**
- 3. Co-teaching provided by special education teachers and the increase of manipulatives in mathematics.**
- 4. Monthly special education PLCs to analyze specific student data.**

Progress Monitoring:

Monthly agendas, sign-ins, and meeting minutes of the special education PLCs, Monthly grade level PLCs agenda and sign ins, observations and walkthrough data, universal screener data, progress monitoring of IEP goals

Funding:

Universal Screener-iReady (DISTRICT FUNDED), Section 7 Funds (RTI interventionists) \$71819.29, Class-size reduction teachers \$195,920.59

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 June 2028, Wrigley Elementary will increase the reading/math indicator score from 66.9 to 70.9.

Objective(s):

By June 2026, there will be an increase in reading from 56% to 61% scoring proficient/distinguished in Reading.

By June 2026, there will be a decrease in novice in reading from 11% to 8%.

By June 2026, there will be an increase in mathematics from 45% to 50% scoring proficient/distinguished in Math.

By June 2026, there will be a decrease in novice in mathematics from 18% to 14%.

Strategy:

KCWP 3: Assessment Literacy (Ensuring staff use assessment data to inform all instructional decisions).

KSWP 5: Design, Align and Deliver Support Processes (Implementing a systematic approach to supporting student academic and behavioral needs).

Activities:

- 1. Increase the number of students who are successful in Tier 1 instruction through regular school-wide data checks, coaching, utilization of HQIRS with fidelity.**
- 2. Establish and explicitly teach classroom norms, procedures, and behavior expectations according to our PBIS plan.**
- 3. Monitor the overall MTSS (Multi-Tiered System of Supports) to ensure continuous evaluation of system effectiveness and share assessment expectations and results with all stakeholders — to ensure transparency, understanding and shared responsibility (staff, family, and student) for student success.**
- 4. Ensure that all staff (teachers, interventionists, and administrators) use assessment data to benefit student learning.**
- 5. Class size reduction and Extended School Services teacher will be utilized to increase student achievement.**
- 6. Increase teacher capacity to effectively use *learning intentions* and *success criteria* to assess student progress and ensure students have clarity about what they are learning, why they are learning it, and how they will know when they are successful.**
- 7. Ensure grades are monitored to ensure they match student performance.**
- 8. Mentor teachers to coach and guide teachers with under 3 years of teaching experience; meeting monthly to check in.**

Progress Monitoring:

Walkthrough data, i-Ready results, grades, lesson plan and assessment checks. MTSS progress monitoring tools such as the universal data sheet analysis, family conferences, communication folders) MTSS monthly meetings, Student Data Meetings (student data documentation, agenda and sign-in), Mentor Teacher agenda and sign in, Tier 1 effectiveness data (percentage of students meeting grade-level benchmarks according to i-Ready)

Funding:

ESS Funds \$10,917, SEL Program Funds \$1,600, Class size reduction teachers, Title I funding \$1,560, Walmart Grant \$500, PBIS Rewards \$1,911, Mentor Teachers \$4,000, Section 7 Funds (RTI interventionists)

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	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: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By June 2028, Wrigley Elementary will increase the combined writing, science and social studies indicator score from 42.1 to 50.

Objective(s):

By June 2026, Wrigley Elementary will increase the Social Studies proficient/distinguished from 42% to 47%.

By June 2026, Wrigley Elementary will decrease novice in Social Studies from 24% to 20%.

By June 2026, Wrigley Elementary will increase the percentage of proficient/distinguished in combined writing from 24% to 34%.

By June 2026, Wrigley Elementary will decrease the novice in combined writing from 29% to 25%.

By June 2026, Wrigley Elementary will increase the percentage of proficient/distinguished in science from 30% to 35%.

By June 2026, Wrigley Elementary will decrease the novice in science from 8% to 5%.

Strategy:

KCWP 3: Assessment Literacy (Ensuring staff use assessment data to inform all instructional decisions).
KSWP 5: Design, Align and Deliver Support Processes (Implementing a systematic approach to supporting student academic and behavioral needs).

Activities:

1. Increase the number of students who are successful in Tier 1 instruction through regular school-wide data checks, coaching, and utilization of HQIRS with fidelity.
2. Establish and explicitly teach classroom norms.
3. Monitor the overall MTSS (Multi-Tiered System of Supports) to ensure continuous evaluation of system effectiveness and share assessment expectations and results with all stakeholders — to ensure transparency, understanding and shared responsibility (staff, family, and student) for student success.
4. Ensure that all staff (teachers, interventionists, and administrators) use assessment data to benefit student learning.
5. Class size reduction and Extended School Services teacher will be utilized to increase student achievement.
6. Increase teacher capacity to effectively use *learning intentions* and *success criteria* to assess student progress and ensure students have clarity about what they are learning, why they are learning it, and how they will know when they are successful.
7. Ensure grades are monitored to ensure they match student performance.
8. Mentor teachers to coach and guide teachers with under 3 years of teaching experience; meeting monthly to check in.

Progress Monitoring:

Walkthrough data, i-Ready results, grades, lesson plan and assessment checks. MTSS progress monitoring tools such as the universal data sheet analysis, family conferences, communication folders) MTSS monthly meetings, Student Data Meetings (student data documentation, agenda and sign-in), Mentor Teacher agenda and sign in, Tier 1 effectiveness data (percentage of students meeting grade-level benchmarks according to i-Ready)

Funding:

ESS Funds, Class size reduction teachers, Title I funding, Walmart Grant, PBIS Rewards, STEAM funds \$1,500, STEAM coordinator (Title V) \$2,000, Section 7 Funds (RTI interventionists)

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By June 2028, Wrigley Elementary will increase their Quality of School Climate and Safety Indicator score from 76.7 to 80.

Objective(s):

By June 2026, Wrigley Elementary will increase the Climate Index from 83.8 to 86.8.

By June 2026, Wrigley Elementary will increase the Safety Index from 76.9 to 80.

Strategy:

KCWP 3: Assessment Literacy (Ensuring staff use assessment data to inform all instructional decisions).

KSWP 5: Design, Align and Deliver Support Processes (Implementing a systematic approach to supporting student academic and behavioral needs).

Activities:

- 1. Increase the number of students who are successful in Tier 1 instruction through regular school-wide data checks, coaching, and utilization of HQIRS with fidelity.**
- 2. Establish and explicitly teach classroom academic norms, procedures, and behavior expectations according to our PBIS plan.**
- 3. Monitor the overall MTSS (Multi-Tiered System of Supports) to ensure continuous evaluation of system effectiveness and share assessment expectations and results with all stakeholders — to ensure transparency, understanding and shared responsibility (staff, family, and student) for student success.**
- 4. Class size reduction and Extended School Services teacher will be utilized to increase student achievement.**

Progress Monitoring:

Walkthrough data, i-Ready results, grades, lesson plan and assessment checks. MTSS progress monitoring tools such as the universal data sheet analysis, family conferences, communication folders, PBIS Rewards data analysis) MTSS monthly meetings, Student Data Meetings (student data documentation, agenda and sign-in), Mentor Teacher agenda and sign in, Tier 1 effectiveness data (percentage of students meeting grade-level benchmarks according to i-Ready)

Funding:

SEL Program Funds \$1,600, Class size reduction teachers, Title I funding, Walmart Grant, PBIS Rewards, Mentor Teachers, Homeless Funds \$3,292.04