

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 percentage of students in the Economically Disadvantaged subgroup scoring Novice will decrease from 28% to 23% in math. By June 2026, the number of students in the Disability IEP Category scoring Novice in reading will reduce from 35% to 23%.

Strategy:

KCWP 3: Assessment Literacy

KCWP 5: Design, Align and Deliver Support Processes

Activities:

Increase the number of students successfully meeting expectations in Tier 1 instruction by conducting regular school-wide data reviews, providing targeted coaching, implementing the HQIRS with fidelity, and using high-yield instructional strategies supported by explicit modeling and feedback.

Explicitly teach and reinforce classroom norms, procedures, and behavior expectations according to our school wide PBIS plan.

Monitor the effectiveness of the MTSS framework through ongoing data analysis and system evaluation to ensure timely, responsive academic and behavioral support for all students.

Share assessment expectations and results with all stakeholders to ensure transparency, promote understanding, and support shared responsibility among staff, families, and students for student success.

Utilize class size reduction strategies and Extended School Services (ESS) staffing to increase student engagement and improve academic achievement.

Strengthen teacher capacity to effectively use learning intentions and success criteria to guide instruction, assess student progress, and ensure students clearly understand what they are learning, why it matters, and how to determine when they have met the learning goals.

Ensure ongoing monitoring of grading practices to confirm alignment between assigned grades and demonstrated student performance.

Progress Monitoring:

Walkthrough data, Classroom assessments, iReady results, grades, lesson plan checks, MTSS progress monitoring tools (academic, behavioral, and attendance data) Universal Data Sheet analysis, student led conferences, communication folders, Universal Data Sheet analysis, MTSS monthly meetings, Student Intervention Meetings, Tier 1 effectiveness data (percentage of students meeting grade-level benchmarks according to iReady), ESS data, MTSS Self-Assessments

Funding:

Extended School Services (20, 499.70) and Class Size Reduction Teacher Title I (\$67,201.25)

Section 7 Teacher, RTI Instructional Assistant, and part time teacher (\$123,607.34)

Parent and Family Engagement Events for Literacy, Stem and Math Night (\$696.00)

HQIRs- District Funded (Amplify, SAVVAAS)

Professional Learning- District Funded

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, Ezel Elementary will increase the combined reading and math proficiency and distinction to 75%.

Objective(s):

By June 2026, there will be an increase in reading from 61% to 74% scoring proficient/distinguished in Reading.

By June 2026, there will be an increase in mathematics from 46% to 60% scoring proficient/distinguished in Math.

Strategy:

KCWP 3: Assessment Literacy

KCWP 5: Design, Align and Deliver Support Processes

Activities:

Increase the number of students successfully meeting expectations in Tier 1 instruction by conducting regular school-wide data reviews, providing targeted coaching, implementing the HQIRS with fidelity, and using high-yield instructional strategies supported by explicit modeling and feedback.

Explicitly teach and reinforce classroom norms, procedures, and behavior expectations according to our school wide PBIS plan.

Monitor the effectiveness of the MTSS framework through ongoing data analysis and system evaluation to ensure timely, responsive academic and behavioral support for all students.

Share assessment expectations and results with all stakeholders to ensure transparency, promote understanding, and support shared responsibility among staff, families, and students for student success.

Utilize class size reduction teacher and Extended School Services (ESS) staffing to increase student engagement and improve academic achievement.

Strengthen teacher capacity to effectively use learning intentions and success criteria to guide instruction, assess student progress, and ensure students clearly understand what they are learning, why it matters, and how to determine when they have met the learning goals.

Ensure ongoing monitoring of grading practices to confirm alignment between assigned grades and demonstrated student performance.

Progress Monitoring:

Walkthrough data, Classroom assessments, iReady results, grades, lesson plan checks, MTSS meeting minutes (academic, behavioral, and attendance data), student led conferences, communication folders, Student Intervention Meetings, Tier 1 effectiveness data (percentage of students meeting grade-level benchmarks according to iReady), ESS data, MTSS Self-Assessments

Funding:

Extended School Services (20, 499.70) and Class Size Reduction Teacher Title I (\$67,201.25)

Section 7 Teacher, RTI Instructional Assistant, and part time teacher (\$123,607.34)

Parent and Family Engagement Events for Literacy, Stem and Math Night (\$696.00)

HQIRs- District Funded (Amplify, SAVVAAS)

Professional Learning- District Funded

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, Ezel Elementary will increase the percentage of students scoring Proficient or above in science, social studies, and writing to 75%.

Objective(s):

By June 2026, Ezel Elementary will increase the percentage of students scoring Proficient or above in science to 57%.

By June 2026, Ezel Elementary will increase the percentage of students scoring Proficient or above in social studies to 63%.

By June 2026, Ezel Elementary will increase the percentage of students scoring Proficient or above in combined writing to 75%.

Strategy:

KCWP 3: Assessment Literacy

KCWP 5: Design, Align and Deliver Support Processes

Activities:

Increase the number of students successfully meeting expectations in Tier 1 instruction by conducting regular school-wide data reviews, providing targeted coaching, implementing the HQIRS with fidelity, and using high-yield instructional strategies supported by explicit modeling and feedback.

Explicitly teach and reinforce classroom norms, procedures, and behavior expectations according to our school wide PBIS plan.

Monitor the effectiveness of the MTSS framework through ongoing data analysis and system evaluation to ensure timely, responsive academic and behavioral support for all students.

Share assessment expectations and results with all stakeholders to ensure transparency, promote understanding, and support shared responsibility among staff, families, and students for student success.

Utilize class size reduction teacher and Extended School Services (ESS) staffing to increase student engagement and improve academic achievement.

Strengthen teacher capacity to effectively use learning intentions and success criteria to guide instruction, assess student progress, and ensure students clearly understand what they are learning, why it matters, and how to determine when they have met the learning goals.

Ensure ongoing monitoring of grading practices to confirm alignment between assigned grades and demonstrated student performance.

Progress Monitoring:

Walkthrough data, Classroom assessments, grades, lesson plan checks, MTSS meeting minutes(academic, behavioral, and attendance data), student led conferences, communication folders, Student Intervention Meetings,

MTSS Self-Assessments

Funding:

Class Size Reduction Teacher Title I (\$67,201.25)

Section 7 Teacher, RTI Instructional Assistant, and part time teacher (\$123,607.34)

Parent and Family Engagement Events for Literacy, Stem and Math Night (\$696.00)

HQIRs- District Funded (Amplify, SAVVAAS)

Title IV- STEAM Supplies (\$1,500.00)

Title V- STEAM Coordinators (\$2,000.00)

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By June 2028, Ezel Elementary will increase the Combined Climate Index and Student Safety Index for an increased indicator of 90.

Objective(s):

By June 2026, there will be an increase in the Combined Climate Index and Student Safety Index from 74.6 to indicator score 85.

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:

Explicitly teach and reinforce classroom norms, procedures, and behavior expectations according to our school wide PBIS plan.

Monitor the effectiveness of the MTSS framework through ongoing data analysis and system evaluation to ensure timely, responsive academic and behavioral support for all students.

Progress Monitoring:

Title 1 Surveys, PBIS Lesson Plans, Walkthrough Data, MTSS Meeting Minutes, Student Intervention Meeting Minutes

Funding:

Social Emotional Curriculum District Funded

Title 1 SEL Program (1,600.00)

Title 1 Parent and Family Engagement Funds (696.00)

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.