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.

Three- to Five-Year Goal:

Reduce the percentage of students scoring lower than proficient by 50 percent from 2019 by 2032.

Objective(s):

Increase reading proficiency rates for students in the disability demographic group from 44% (2025) to 47% by 2026.

Increase math proficiency rates for students in the disability demographic group from 53% (2025) to 57% by 2026.

Strategy:

Strategy: KCWP 4 Review, Analyze and Apply Data

The following activities comprise a system of data collection and analysis, which is used by teachers to drive classroom instruction, and used by students to self-assess their learning progress.

Strategy: KCWP 5 Design, Align and Deliver Support

The following activities comprise a system of supports (programs, initiatives, resources, etc.) that are monitored and evaluated to ensure they align with identified needs and are implemented with fidelity.

Activities:

KCWP 4:

Activity 1: RTI Analysis of Universal Screener

Upon completion of each universal screener, the RTI team will analyze the data to determine which students need interventions. The results of the universal screeners will be communicated with all stakeholders. All Tier II and Tier III students will receive intervention or special education services.

KCWP 5:

Activity 1: Interventions

Identified students will participate in reading interventions based on their specific needs or receive other specially designed instruction. Intervention plans will be documented and submitted to the instructional coach. Lesson plans will outline the skills taught each week, and progress-monitoring data will be collected bi-weekly. Programs such as SRA Corrective Reading, SRA Reading Mastery, SPIRE,

WonderWorks, Project Read, Great Leaps, Corrective Reading and supplemental lessons using the i-Ready program will be implemented as appropriate.

Identified students will participate in math interventions based on their individual needs or receive other specially designed instruction. Intervention plans will be documented and submitted to the instructional coach. Lesson plans will outline the skills taught each week, and progress-monitoring data will be collected bi-weekly. The Bridges Math Intervention program may be used to provide additional support. Additional lessons through the i-Ready program, as well as numeracy-building activities from the Kentucky Numeracy Project, will also be implemented as appropriate.

Activity 2: FRC Intervention Support

The Family Resource Center will be involved with the RTI team and will work closely with students and families to reduce barriers to learning to promote students' academic success. Home visits, conferences, referrals to outside agencies, and serving as a liaison between the home and school will all be responsibilities of the FRC.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Supplemental Instruction Resources (in addition to District purchase): $10,000 (SEEK and Title 1 Funds)

Core Instructional Resources: $35,000 (Title 1 Funds)

Educational Technology Programs (in addition to District purchase): $50,000 (SEEK and Title 1 Funds)

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:

Increase reading proficiency rates for all students from 57% (2025) to 65% by 2027. Increase math proficiency rates for all students from 52% (202) to 58% by 2027.

Objective(s):

Increase reading proficiency rates for all students from 57% (2025) to 60% by 2026.

Increase math proficiency rates for all students from 54% (2025) to 57% by 2026.

Strategy:

Strategy: KCWP 1 Design and Deploy Standards

The following activities comprise a system to continually review and revise curriculum to ensure that it is aligned to standards and assessments, accurately paced, and rigorous.

Strategy: KCWP 2 Design and Deliver Instruction

The following activities ensure that academic and behavior instruction is evidence-based, aligned to standards, engaging, rigorous, and meets the needs of all students (Tiers I-III).

Strategy: KCWP 4 Review, Analyze and Apply Data

The following activities comprise a system of data collection and analysis, which is used by teachers to drive classroom instruction, and used by students to self-assess their learning progress.

Activities:

KCWP 1:

Activity 1: District/Grade Level PLCs

Teachers will participate in district-wide content area and/or grade-level PLCs. As curriculum timelines, assessments, unit plans or lesson plans are updated, they will be shared with school leadership and teachers.

Activity 2: Growth Days

Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and adjust as necessary to improve students' learning. On select dates, we will implement vertical PLC meetings by subject area for various grade levels.

KCWP 2:

Activity 1: Core Reading Instruction

Reading teachers will use research-based, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each KY Academic Standard.

Activity 2: Core Math Instruction

Mathematics curriculum, instruction, and assessment will be fully aligned with KY Academic Standards and will provide real-life opportunities for students to learn and utilize the required content. Ready Math will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.

Activity 3: Standards-Based Instruction and Assessment (ELA /Math Lesson Plans)
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to and reviewed by the leadership team. Lesson plans must include: student friendly learning targets, weekly standards alignment, instructional strategies/Kagan Cooperative Learning Strategies, plan for reteaching and percentage of students who mastered the standard taught the previous week.

Activity 4: Tech/Learning Programs: iReady Reading/ iReady Math
K-5 students will participate in individualized, adaptive, computer-assisted instruction through iReady Reading and iReady Math. The recommended usage amount is 30-45 minutes weekly.

Activity 5: Supplemental Instruction
The following activities/programs will be used to supplement core reading instruction: Heggerty Bridge to Reading, Flocabulary, eSpark Learning, Study Island,Brain Pop, EPIC, Prodigy, MobyMax and Lexia.

The following activities/programs will be used to supplement core math instruction: Flocabulary, Brain Pop, Reflex Math and Automaticity for basic math facts (grades 2-5), Edulastic, Frax, Khan Academy, Prodigy-Math GimKit and Eureka Math, MobyMax. A supplemental math class will be implemented for all 4th grade students.

KCWP 4:

Activity 1: Continuous Classroom Improvement (CCI)
Using the PDSA model, student performance on mastery of Kentucky Academic Standards will be monitored and communicated with students (grades 3, 4 & 5).

Activity 2: Universal Screeners (FastBridge and iReady Diagnostics) Using FastBridge Benchmark Screeners and the iReady Diagnostic Assessments students will be screened three times a year, Fall, Winter and Spring. All students will complete the iReady diagnostic assessments. Students below the 25th percentile on the iReady diagnostic will be screened using the FastBridge benchmark screeners.

Activity 3: Standards-Based Instruction and Unit Assessments
All unit assessments will be aligned to the Kentucky Academic Standards and scored to clearly reflect each student's progress toward mastery of individual standards. Teachers will analyze assessment data to determine which standards need to be retaught to the whole class, which students require supplemental instruction on specific standards, and which students would benefit from enrichment opportunities. Based on this analysis, teachers will develop small-group lessons to address misconceptions or extend student learning. In grades 2–5, teachers will use iReady to create standards mastery assessments.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Supplemental Instruction Resources (in addition to District purchase): $10,000 (SEEK and Title 1 Funds)Core Instructional Resources: $35,000 (Title 1 Funds)

Educational Technology Programs (in addition to District purchase): $50,000 (SEEK and Title 1 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	No
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: 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.