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):
Objective 1

By 2026, all students identified as student with a disability will increase in proficiency from 18% in Reading to 21%. The same gap group will increase from 12% proficiency in Math to 15%.

Strategy:
Design & Deliver Instruction; Review, Analyze and Apply Data;

Activities:
A tiered system of research-based interventions will be utilized to support student academic and behavioral needs; PLCs will meet bi-monthly during school, in addition to bi-monthly meetings after school, to analyze pre & post test data, IReady results and other data to identify students needing additional interventions and design instruction to best meet the needs of all students; Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides; ESS coordinator and classroom teachers will work together to ensure students are scheduled at most opportune time to maximize student academic needs for interventions; After school homework help and tutoring will be offered for targeted students in the areas of reading and math.

Progress Monitoring:
Fall 2026 State Assessment; School Report Card; IReady data

Funding:
General funds; Title I funds; ESS 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:
From 2025 to 2028, the percentage of students will increase from 53% proficiency in Reading to 63%. By 2028, all students will increase from 45% proficiency in Math to 55%.

Objective(s):
Objective 1

By 2026, all students will increase from 53% proficiency in Reading to 56%.

Objective 2

By 2026, all students will increase from 45% proficiency in Math to 48%.

Strategy:
Design & Deliver Instruction; Establishing Learning & Environment

Activities:
Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After); Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments · (Assessments for Learning); Administration will conduct scheduled and unscheduled walkthroughs and observations to evaluate the alignment of standards to objectives, congruency of student work to learning targets, questioning, differentiation, and the use of engaging instructional strategies; Teachers will integrate student use of technology into instruction and students will have opportunity to use programs targeted towards individualized student needs; Teachers will utilize varied instructional practices, questioning techniques, IReady data and other assessment data, to create personalized learning for students based on their needs; Teachers will engage in professional development including evidence-based strategies and professional learning to observe peers both inside the building as well as other local schools; Admin team and instructional staff will meet with all students grades 3-5 and perform goal setting and data analysis three times a year.

Progress Monitoring:
Fall 2026 State Assessment; School Report Card; IReady data

Funding:
Professional Learning Funds ; General Funds; Title I 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	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:
From 2025 to 2030, all students will increase from 45% proficiency in Science to 55%.   By 2030, all students will increase from 40% proficiency in Social Studies to 50%. By 2030, all students will increase from 46% proficiency in Writing to 56%.

Objective(s):
Objective 1

By 2026, all students will increase from 45 % proficiency in Science to 47%.

Objective 2

By 2026, all students will increase from 40% proficiency in Social Studies to 42%.

Objective 3

By 2026, all students will increase from 46% in Writing to 48%

Strategy:
Design & Deliver Instruction

Activities:
Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery using pacing guides, lesson plans on Team Drive , and supplemental resources.

Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies:4-Square Writing , On-Demand Writing Checklists and Live Scoring Sessions

Progress Monitoring:
Fall 2025 State Assessment; School Report Card; IReady data

Funding:
General funding; Title I & II funds

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
Between 2024 and 2027, the Quality of School Climate and Safety index will increase from79% to 83%.

Objective(s):
By 2026, the Climate index will increase from 80.2% to 82%.

Strategy:
Establish Learning Culture and Environment

Activities:
Ensure the delivery of strategies such PBIS, SEL, Character Education with fidelity, review, and revision as needed.

Progress Monitoring:
Infinite Campus Behavior Data; KARES Survey; State Safety Audit; GRECC Safety Audit

Funding:
General Funding

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.