

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 2028, students with disabilities in reading and math will increase to 56.

Strategy:

KCWP 4 Review, analyze, apply data results

Activities:

Develop a progress monitoring system to monitor standards mastery for each student.

Exit slips aligned to the learning targets and monitored daily

Reteach opportunities provided daily during WIN time

Progress Monitoring:

Exit slips, lesson plans, PLC meeting minutes and agendas

Funding:

PPA

Strategy:

KCWP 5 Design, align, and deliver support

Activities:

Practice accommodations (within regular instruction, assessments, etc)

Train students on their accommodations so they know how to ask for their needs

Novice reduction focus work -name and claim

Immediately move to the co teach walk through form instead of school specific form (to give SPED specific feedback)

Co planning specifically on SDI

Evaluate co teach vs resource (time, staff, etc.)

Pull in and use SPED consultant more for instructional purpose

Progress Monitoring:

iReady diagnostic, classroom walkthrough with SDI focus, lesson plans

Funding:

PPA, ESS, IDEA

Objective(s):

By 2028, economically disadvantaged students in reading and math will increase to 63.

Strategy:

KCWP 4 Review, analyze, apply data results

Activities:

Develop a progress monitoring system to monitor standards mastery for each student.

Exit slips aligned to the learning targets and monitored daily

Reteach opportunities provided daily during WIN time

Progress Monitoring:

Exit slips, lesson plans, PLC meeting minutes and agendas

Funding:

PPA

Strategy:

KCWP 5 Design, align, and deliver support

Activities:

Practice accommodations (within regular instruction, assessments, etc)

Train students on their accommodations so they know how to ask for their needs

Novice reduction focus work -name and claim

Immediately move to the co teach walk through form instead of school specific form (to give SPED specific feedback)

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Evaluate co teach vs resource (time, staff, etc.)

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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 Year Goal:

Between 2025 and 2028, students scoring proficient and distinguished in reading will increase from 51% to 71% and in math from 47.7% to 67%

Objective(s):

By 2028, students scoring proficient and distinguished in reading will increase from 51% to 61%

Strategy:

KCWP 2: Design and deliver instruction

Activities:

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:

- * Learning Targets/Success Criteria**
- * Higher Order Questioning**
- * Compare and Contrast**
- * Vocabulary Strategies**
- * Orton Gillingham**
- *Magnetic reading**

Progress Monitoring:

Pacing guides Lesson plans PLC minutes

Funding:

Professional development, Title 1 PPA

Strategy:

KCWP 4: Review, analyze, apply data results

Activities:

Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data

Progress Monitoring:

Pacing guides Lesson plans PLC minutes

Funding:

PPA

Objective(s):

By 2028, students scoring proficient and distinguished in math will increase from 47.7% to 67%

Strategy:

KCWP 2: Design and deliver instruction

Activities:

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:

- * Learning Targets/Success Criteria**
- * Higher Order Questioning**
- * Compare and Contrast**
- * Vocabulary Strategies**
- * iReady math continuum**

Progress Monitoring:

Pacing guides Lesson plans PLC minutes

Funding:

Professional development, Title 1 PPA

Strategy:

KCWP 4: Review, analyze, apply data results

Activities:

Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data

Progress Monitoring:

Pacing guides Lesson plans PLC minutes

Funding:

PPA

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 Year Goal:

Between 2025 and 2028, students scoring proficient and distinguished in science will increase from 25.3 % to 36%, in social studies 39.4% to 50% and in writing from 54.2% to 65%.

Objective(s):

By 2028, students scoring proficient and distinguished in science will increase from 25.3% to 36%.

Strategy:

KCWP 2: Design and deliver instruction

Activities:

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:

- * Learning Targets/Success Criteria**
- * Higher Order Questioning**
- * Compare and Contrast**
- * Vocabulary Strategies**
- * Through course tasks**

Progress Monitoring:

Pacing guides, lesson plans

Funding:

PPA, Title 1

Objective(s):

By 2028, students scoring proficient and distinguished in social studies will increase from 39.4% to 50%.

Strategy:

KCWP 2: Design and deliver instruction

Activities:

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:

- * **Learning Targets/Success Criteria**
- * **Higher Order Questioning**
- * **Compare and Contrast**
- * **Vocabulary Strategies**
- * **Portrait of a learner skills and activities**

Progress Monitoring:

Pacing guides, lesson plans, student presentations

Funding:

PPA, Title 1

Objective(s):

By 2028, students scoring proficient and distinguished in combined writing will increase from 54.2% to 65%.

Strategy:

KCWP 2: Design and Deliver Instruction

Activities:

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

- * Paragraph structure
- *4-Square Writing
- * On-Demand Writing Checklists
- * Peer Editing

Progress Monitoring:

Pacing guides, lesson plans, ERQ analysis and on demand scoring

Funding:

PPA, Title 1

Priority Indicator #2: Quality of School Climate and Safety**Three Year Goal:**

By 2028, the climate index score will increase from 80.5 (high) to 91 (very high).

Objective(s):

By 2028, the climate score will increase to 91.

Strategy:

KCWP 6: Establish learning culture and environment

Activities:

Review the data that examines the practices that influence school climate:

- Academic data (e.g., School Report Card Accountability Components)
- Staff perception data around student conduct from the Teaching, Empowering, Leading, and Learning (TELL) Survey
- Discipline data (e.g., Office Discipline Referrals , behavior events and discipline resolutions reported in the School Report Card, bullying events documented at the school)
- Attendance data (staff and students)
- Any other pertinent data that may be collected by the school

Progress Monitoring:

School Safety and climate survey data, Parent survey data, Teacher survey data conducted quarterly

Funding:

Parent engagement funds through Title 1 and PTO

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.