

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):

Goal 1: By 2026, the Economically Disadvantaged status/level will increase from 49.3/Low to 59.3/Medium.

Goal 2: By 2026, the Hispanic Demographic Group status/level will increase from 38.1/Low to 55.0/Medium.

Goal 3: By 2026, the African American Demographic Group status/level will increase from 52.6/Low to 62.6/Medium.

Goal 4: By 2026, the Disability – with IEP (Total) Demographic Group status/level will increase from 39.5/Low to 55.0/Medium.

Goal 5: By 2026, the Two or More Races Demographic Group status/level will increase from 63.6/Medium to 70.0/High.

Goal 6: By 2026, the White Demographic Group status/level will increase from 57.7/Medium to 70.0/High.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP2: Design and Deliver Instruction

KCWP4: Review, Analyze, Apply Data Results

Common to all goals:

- Strengthen Tier 1 instruction (culturally responsive, grade-level access, fidelity of district adopted curriculums and resources, grade level resources for all students)
- Targeted, data-driven interventions (tutoring, ELD, special education supports)
- Family & community partnerships (multilingual outreach, liaisons, Title I family engagement nights)
- Systems & progress monitoring (disaggregated data, frequent checkpoints)
- Capacity building (coaching, PD, common planning)

Goal 1: Economically Disadvantaged — Remove barriers & increase access

- Launch targeted tutoring (small groups, before/after school – if possible).
- Utilize FRYSC; create community resource hub/referral process.
- Use exit tickets & daily warm-starts to triage students for same-day reteach.
- Lead: Principal, Intervention Coordinator, Family Liaison, Title I lead

Goal 2: Hispanic Students —

- Accelerate language & content proficiency
 - Implement sheltered instruction strategies across content.
 - Provide bilingual materials, vocabulary walls, sentence frames, and translated communications.
- Lead: EL Coordinator, Curriculum Coach, Bilingual staff

Goal 3: African American Students —

- Close opportunity gaps & raise access to rigorous work
- Conduct equity audit (course placement, discipline); implement culturally responsive PD + coaching.
- Continually search for more candidates that look more representative of the student population.
- Launch mentorships and adopt restorative practices.
- Partner with community leaders for family engagement and student supports.
- Lead: Equity Lead, Instructional Coaches, Counselors

Activities:

- Start 15-minute daily warm-starts and 5-minute exit tickets across classrooms.
- Launch one weekly targeted (3–6 students) using latest benchmark data.
- Create bilingual one-page family guide with resources & meeting times; distribute via family liaison.
- Schedule first equity audit meeting and one co-teaching PD + planning block.

Progress Monitoring:

Goal 1: Measures: tutoring attendance, benchmark growth, device distribution, attendance, interim assessment gains

Goal 2: Measures: EL interim language/content assessment growth, reclassification rates, observation fidelity

Goal 3: Measures: disaggregated assessment gains, suspension rates, climate survey results

- Weekly: tutoring attendance, classroom exit-ticket trends
- Biweekly: progress monitoring probes for interventions and IEP goals
- Quarterly: interim assessments disaggregated by subgroup; review vs. targets
- Annual: comprehensive impact review; adjust resource allocation

Funding:

- Intentionally allocate Title I funds to support family engagement activities offered both during the school day and in the evening to increase family participation and strengthen home–school partnerships.
- Use district general funds to expand and enhance equitable educational opportunities for all targeted demographic groups (Economically Disadvantaged, Hispanic, African American, Students with IEPs), including staffing (bilingual staff, family liaisons, interventionists), instructional materials, tutoring, and wraparound supports.
- Establish transparent budgeting and monitoring: annual budget review tied to CSIP goals, quarterly expenditure reports, and measures of impact (participation rates, student growth) to ensure funds drive intended outcomes.

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 2028, increase the percentage of students scoring in the Distinguished and Proficient categories in Reading from **40.06% (2025)** to **55.00% (2028)** — a targeted increase of **5 percentage points per year**, totaling a **14.94 percentage-point** improvement.

By 2028, increase the percentage of students scoring in the Distinguished and Proficient categories in Math from **40.06% (2025)** to **50.00% (2028)** — a targeted increase of **5.62 percentage points per year**, totaling a **16.87 percentage-point** improvement.

Objective(s):

By 2026, the percentage of students in Reading will increase in the area of Distinguished and Proficient students from 40.06% to 45.06%.

By 2026, the percentage of students in Math will increase in the area of Distinguished and Proficient students from 33.13% to 38.75%.

Strategy:

KCWP 5: Design, Align and Deliver Support Processes

KCWP 3: Design and Deliver Assessment Literacy

KCWP 2: Design and Deliver Instruction

Progress will be driven by strengthened Tier-1 literacy & math instruction through the following school and district-led actions:

- Regular teacher observations and peer observations with structured feedback cycles.
- Curriculum walkthroughs conducted by district and school leaders to monitor fidelity to adopted resources and instructional routines.
- Timely, actionable feedback provided at the district level, including targeted coaching and PD aligned to walkthrough and observation findings.
- Assurance that all classrooms implement district-adopted literacy materials and scope-and-sequence with fidelity, supplemented by common formative assessments to guide instruction.

Activities:

Reading & Math — Targeted Intervention & Family Engagement

- Implement daily SOAR (Students Overcoming ALL Roadblocks) time for targeted small-group literacy intervention based on benchmark and progress-monitoring data.

- Use data-driven flexible grouping; revisit groups at least biweekly to ensure rapid response to learning needs.
- Provide family literacy supports (workshops, home reading guides, bilingual materials) aligned to classroom strategies.
- Maintain continual family communication: regular updates on student status (improvement/maintenance/decline), intervention plan, and recommended home practices.
- Track and report family engagement and student progress to inform adjustments to interventions.

Progress Monitoring:

- Weekly and biweekly progress monitoring will be conducted to ensure students are mastering grade-level standards and that learning gaps are closing.
- Quarterly disaggregated reviews will track acceleration and outcomes for all student subgroups.
- Diagnostic assessment data will be analyzed after each administration (Fall, Winter, Spring) to inform instruction, groupings, and intervention placement.

Funding:

- Intentionally allocate Title I funds to support family engagement activities offered both during the school day and in the evening to increase family participation and strengthen home–school partnerships.
- Use district general funds to expand and enhance equitable educational opportunities for all targeted demographic groups (Economically Disadvantaged, Hispanic, African American, Students with IEPs), including staffing (bilingual staff, family liaisons, interventionists), instructional materials, tutoring, and wraparound supports.
- Establish transparent budgeting and monitoring: annual budget review tied to CSIP goals, quarterly expenditure reports, and measures of impact (participation rates, student growth) to ensure funds drive intended outcomes.

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 2028, increase the percentage of students scoring in the Distinguished and Proficient categories on the state Science assessment by 15 percentage points, rising to 42%.

By 2028, increase the percentage of students scoring in the Distinguished and Proficient categories on the state Social Studies assessment by 15 percentage points, rising to 41%.

By 2028, increase the percentage of students scoring in the Distinguished and Proficient categories on the state Combined Writing assessments by 21 percentage points, rising to 40%.

Objective(s):

By 2026, the percentage of students in the Distinguished & Proficient category will increase from 27% to 32% in Science.

By 2026, the percentage of students in the Distinguished & Proficient category will increase from 26% to 31% in Social Studies.

By 2026, the percentage of students in the Distinguished & Proficient category will increase from 19% to 26%.

Strategy:

KCWP 4: Review, Analyze, Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

Science: Progress will be driven by strengthened Tier-1 science instruction, targeted small-group interventions and tutoring, expanded hands-on inquiry and lab experiences in the STEM lab started in the 2025-2026 school year, and staff PD on NGSS-aligned practices.

Social Studies: Progress will be driven by strengthened Tier-1 social studies instruction, targeted small-group interventions and tutoring, use of primary sources and inquiry-based units, staff PD on standards-aligned instructional strategies.

Writing: Progress will be driven by strengthened Tier-1 writing instruction (explicit modeling, embedded grammar and vocabulary instruction, and frequent formative assessment), targeted small-group interventions and tutoring, cross-content writing tasks, teacher coaching and common scoring calibration and family writing supports.

Activities:

- Targeted small group interventions for Science, Social Studies, and Writing
- An increase in the amount of Writing taking place school-wide with a focus on stamina
- The incorporation of a STEM lab in the rotation of Related Arts giving students more access to hands-on experiments that are aligned to NGSS.
- Use of primary sources and inquiry-based units to increase depth of knowledge in Social Studies

Progress Monitoring:

Monitoring will take place on a school level by looking at grade level assessments to ensure all Science & Social Studies standards are getting attention and taught to the rigor of the standard.

A school-wide writing program will help to encompass the writing standards that each grade level is required, but also to allow students to incorporate writing more into their everyday instruction.

Funding:

- Intentionally allocate Title I funds to support family engagement activities offered both during the school day and in the evening to increase family participation and strengthen home–school partnerships.
- Use district general funds to expand and enhance equitable educational opportunities for all targeted demographic groups (Economically Disadvantaged, Hispanic, African American, Students with IEPs), including staffing (bilingual staff, family liaisons, interventionists), instructional materials, tutoring, and wraparound supports.
- Establish transparent budgeting and monitoring: annual budget review tied to CSIP goals, quarterly expenditure reports, and measures of impact (participation rates, student growth) to ensure funds drive intended outcomes.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2028, increase the Quality of School Climate and Safety Survey score from **70.9 (Low)** to **77.0 (High)** and sustain a High or Very High rating thereafter.

Objective(s):

By 2026, increase the Climate Index score from **74.0 (Medium)** to **77.0 (High)**.

By 2026, increase the Safety Index score from **67.8 (Low)** to **74.0 (Medium)**.

Strategy:

KCWP 6: Establish Learning Culture and Environment.

- Strengthened school wide routines and expectations will continue.
- The continuation of support for our staff members and students to understand the PBIS system within the school.
- SEL lessons incorporated into daily instruction as well as weekly SEL lessons incorporated into STEM class.

Activities:

- Give direct instruction to students about how we are working to positively change the climate and safety within the building
- proactive behavioral supports (MTSS/RTI)
- expanded family/community engagement

Progress Monitoring:

- Quarterly disaggregated climate monitoring to guide continuous improvement
- Data collected from students periodically throughout the school year

Funding:

Funding for this Goal will be encompassed through staff members already allotted for in the budget.