

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 2026, Students with Disabilities scoring novice in Reading will decrease from 57% to 52%. By 2026, Students with Disabilities scoring novice in Math will decrease from 43% to 38%.

Strategy:

MTSS Interventions: Students identified as being in the 16th percentile or below will receive additional support in reading and math. Students who are below grade level but do not meet the 16th percentile or below mark will receive interventions in an extension class through IReady MyPath. Students will also receive interventions from their regular reading and math teachers and through the ESS program.

Activities:

SpEd Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. These teachers will conduct progress monitoring on students to ensure they are meeting goals or are moving towards special education identification. Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. Any student who is below grade level will be invited to attend the ESS program after school. Core reading and math teachers will use IReady diagnostic data to differentiate instruction within the core instruction.

KCWP2/KCWP3

Progress Monitoring:

To guide instructional decisions and ensure students receive the right support, we draw on a variety of progress monitoring tools and data sources. IReady diagnostic data provides insight into individual student growth and areas of need, while MTSS teachers track progress toward specific intervention goals. The MTSS committee reviews minutes to document decisions and monitor consistency across the system. In addition, the release of 2025-2026 KSA scores offers a benchmark for statewide performance, which is then analyzed in Professional Learning Communities (PLCs) through data reviews and agenda-driven discussions. Classroom assessment data further enriches this picture, allowing teachers to connect daily learning evidence with broader trends. Together, these measures create a comprehensive narrative of student progress, ensuring that interventions are responsive and aligned with both classroom and schoolwide goals.

Funding:

District Instructional Funds and ESS Funding

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 2026 to 2029, students scoring P/D in Reading will increase from 52% to 62% and in Math from 45% to 55%.

Objective(s):

By 2026, students scoring proficient/distinguished in Reading will increase from 52% to 55%. By 2026, students scoring proficient/distinguished in Math will increase from 45% to 48%.

Strategy:

Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to identify individual needs and readiness of students and provide necessary interventions. One teaching position will be allocated to serve students who are not on grade level based on the IReady diagnostic assessments. This position will serve to provide reading and math interventions to the lowest performing group of students and help them recoup skill deficits. KCWP2/KCWP3

Activities:

Collect data through iReady, state assessments, formative and summative assessments. Intervention Classes will address students that are below grade level in areas of math, reading and writing, and students will be identified based on on-going data trends for assessments. The interventionist teacher will work with students in smaller groups, provide MTSS interventions and collaborate on a regular basis with other core content teachers. Additionally, teachers will use programs such as IXL and IReady MyPath to enhance the core instruction.

Progress Monitoring:

We begin with statewide benchmarks, such as the Fall 2026 KSA release, which provide a broad measure of performance. Alongside this, quarterly IReady data and monthly My Path reports offer ongoing insight into individual student progress, allowing us to identify trends and respond quickly to areas of need. Teachers also rely on formative and summative assessments to capture daily and unit-level learning, while PLC teams engage in regular data analysis and agenda-driven discussions to interpret results and make instructional adjustments. These conversations often lead to schedule changes or targeted supports based on what the data reveals. In addition, IReady diagnostic data helps pinpoint specific skill gaps, while MTSS teachers monitor progress toward individualized goals. The MTSS committee documents decisions and reviews progress through meeting minutes, ensuring consistency and accountability across interventions. Together, these tools and practices create a comprehensive system of progress monitoring.

Funding:

District Instructional 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	Choose an item.
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

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 2026 to 2029, students scoring proficient/distinguished in Science will increase from 33% to 43%, Social Studies will increase from 39% to 49%, and Writing will increase from 50% to 60%.

Objective(s):

By 2026, students scoring proficient/distinguished in Science will increase from 33% to 36%. By 2026, students scoring proficient/distinguished in Social Studies will increase from 39% to 42%. By 2026, students scoring proficient/distinguished in Writing will increase from 50% to 53%.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

PLC's- teachers will meet twice a month to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.

Activities:

Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures. Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, and classroom data. 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. Provide opportunities at the district level for all teachers to collaborate within their department. Ensure ongoing professional development in the

area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.

Progress Monitoring:

Fall 2026 KSA release, PLC data analysis and agendas, classroom assessment data

Funding:

General Funds

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

From 2023 to 2026, the Quality and School Climate and Safety indicator will increase from 74.1/high to 80.0/very high.

Objective(s):

By 2026, our Climate Index score will increase from 71.1 to 74.1. By 2026, our Safety Index score will increase from 64.1 to 67.1.

Strategy:

Team Leaders and administration will work with all stakeholders to receive feedback and recommendations to improve school climate. Our school will collaborate with all stakeholders to improve safety measures and ensure staff and students feel safe within our school.

Activities:

Laker Connect Mentor/Advisory groups, Title I Parent Events, Field Trips, PBIS Laker Store, End of trimester rewards, various other parent involvement events (Data Night, Science Night, Band Concerts, etc). Teachers will receive training on effective supervision, discipline data will be examined to find trouble spots within the school, all classrooms will be labeled with teacher name, subject, and room number, additional cameras will be installed, school safety plan will be reviewed at least twice annually, use of Raptor software, including at front desk for visitors, full time School Resource Officer on grounds, feedback from KY Center for Safe Schools Assessment used to target areas of concern.

Progress Monitoring:

Infinite Campus Tableau Discipline Data, NTN Culture Survey, Check N Connect Data, Student Council Minutes, parent attendance at family nights. PLCs and PD agendas, discipline data, signage outside classrooms, SBDM minutes.

Funding:

General Funds, Title I

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.