

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. High percentage of students scoring novice in Reading and Math.
2. Students proficiency in Writing.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. KCWP 1: Design and Deploy Standards
2. KCWP 2: Design and Deliver Instruction

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Increased
State Assessment Results in science, social studies and writing	Medium	Increased
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	Very High	Increased Significantly
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2026, Paint Lick Elementary will increase the percentage of students scoring at or above proficiency in reading to 74.6% and increase the percentage of students scoring at or above proficiency in math to 64.2%.</p> <p>Objective 1: By May 2024, 50% of all students will be at least proficient in reading.</p>	<p>KCWP 1: Design and Deploy Standards. School leadership will develop a system to ensure all curriculum is valid, adjusted annually, and monitored regularly.</p>	<p>School wide participation in district elementary curriculum meetings to review the alignment between standards, learning targets, curriculum materials and assessment measures.</p>	<p>Staff Development Sign In logs, District Curriculum Leadership Meeting Schedules, PLC agendas, minutes District Elementary ILT Agendas and Minutes</p>	<p>School leadership participation in District ILT and School SLT Meetings where elementary principals and district leadership share reflections from staff developments and determine next steps.</p>	<p>No additional funding required</p>
	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and benchmark assessment data tracking.</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>Walkthrough data, Formal observation data, PLC agendas and minutes, Staff Development day agendas</p>	<p>School leadership and Director of Teaching and Learning will collect walkthrough data during reading blocks to ensure consistency with curriculum maps.</p>	<p>No additional funding required</p>
	<p>KCWP 2: Design and Deliver Instruction. Monitor the fidelity for the implementation of aligned resources and activities, increase engagement.</p>	<p>District Planning Days and Grade level content planning meetings are used to create and review common assessments and formative assessments.</p>	<p>Walkthrough data, PLC agendas and minutes</p>	<p>Principal will use PLC's to monitor classroom, iReady, formative and summative assessment data to ensure congruence of Tier 1 classroom instruction.</p>	<p>No additional funding required</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy. School leadership will work to ensure summative and formative assessments are aligned.</p>	<p>Grade level PLC's, along with Student Focused PLC's that include interventionists, MTSS Coordinator and school leadership, will review data to determine appropriate</p>	<p>Grade level aligned common assessments and formative assessments.</p>	<p>Director of Teaching and Learning will oversee the creation of reading common assessments, Reading Teacher Leader will oversee unit formative assessments.</p>	<p>No additional funding required</p>
	<p>KCWP 4: Review, Analyze and Apply Data. School leadership will intentionally use data to</p>	<p>Principal works with MTSS Coordinator, Interventionists, School Counselor and Grade Level Teachers during data reviews and monthly Student Focused</p>	<p>KSA, iReady, summative and formative assessment data, tier 2 and tier 3 student data</p>	<p>Principal works with MTSS Coordinator, Interventionists, School Counselor and Grade Level Teachers during data reviews and monthly Student Focused</p>	<p>No additional funding required</p>

Goal 1: By 2026, Paint Lick Elementary will increase the percentage of students scoring at or above proficiency in reading to 74.6% and increase the percentage of students scoring at or above proficiency in math to 64.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	make informed decisions for school improvement.	intervention supports for students and to determine where changes are needed to tier 1 classroom instruction to maximize student growth.		PLC's where agendas and notes will reflect progress of individual students and the overall school growth toward goals.	
Objective 2: By May 2024, 45% of all students will be at least proficient in math.	KCWP 1: Design and Deploy Standards. District leadership will develop a system to ensure all curriculum is valid, adjusted annually, and monitored regularly.	School wide participation in district elementary curriculum meetings to review the alignment between standards, learning targets, curriculum materials and assessment measures.	Staff Development Sign In logs, District Curriculum Leadership Meeting Schedules, PLC agendas, minutes District Elementary ILT Agendas and Minutes	School leadership participation in District ILT Meetings and School SLT where elementary principals and district leadership share reflections from staff developments and determine next steps.	No additional funding required
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and benchmark assessment data tracking.	Walkthrough data, Formal observation data, PLC agendas and minutes, Staff Development day agendas	School leadership and Director of Teaching and Learning will collect walkthrough data during reading blocks to ensure consistency with curriculum maps.	No additional funding required
	KCWP 2: Design and Deliver Instruction. Monitor the fidelity for the implementation of aligned resources and activities, increase engagement.	Ensure congruency is present between standards, learning targets, and assessment measures.	Walkthrough data, PLC agendas and minutes	Principal will use PLC's to monitor classroom, iReady, formative and summative assessment data to ensure congruence of Tier 1 classroom instruction.	N/A
	KCWP 3: Design and Deliver Assessment Literacy. School leadership will work to ensure summative and formative assessments are aligned.	District Planning Days and Grade level content planning meetings are used to create and review district common assessments and formative assessments.	Grade level aligned district common assessments and formative assessments.	Director of Teaching and Learning and District Elementary Principals will oversee the creation of reading common assessments, Reading Teacher Leader will oversee unit formative assessments.	No additional funding required
	KCWP 4: Review, Analyze and Apply Data. School leadership	Grade level PLC's, along with Student Focused PLC's that include interventionists,	KSA, iReady, summative and formative assessment	Principal works with MTSS Coordinator, Interventionists, School Counselor and	No additional

Goal 1: By 2026, Paint Lick Elementary will increase the percentage of students scoring at or above proficiency in reading to 74.6% and increase the percentage of students scoring at or above proficiency in math to 64.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	will intentionally use data to make informed decisions for school improvement.	MTSS Coordinator and school leadership, will review data to determine appropriate intervention supports for students and to determine where changes are needed to tier 1 classroom instruction to maximize student growth.	data, tier 2 and tier 3 student data	Grade Level Teachers during data reviews and monthly Student Focused PLC's where agendas and notes will reflect progress of individual students and the overall school growth toward goals.	funding required

2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2026, Paint Lick Elementary will increase the percentage of students scoring at or above proficiency in writing to 74.3%, increase the percentage of students scoring at or above proficiency in social studies to 70.2% and increase the percentage of students scoring at or above proficiency in science to 52.6%.</p>					
<p>Objective 1- By 2024, Paint Lick Elementary will increase the percentage of students scoring proficient or above in writing to 42.9%.</p>	<p>KCWP 1: Design and Deploy Standards. School leadership will develop a system to ensure all curriculum is valid, adjusted annually, and monitored regularly.</p>	<p>School wide participation in district elementary curriculum meetings to review the alignment between standards, learning targets, curriculum materials and assessment measures.</p>	<p>Staff Development Sign In logs, District Curriculum Leadership Meeting Schedules, PLC agendas, minutes District Elementary ILT Agendas and Minutes</p>	<p>School leadership participation in District ILT and School SLT where elementary principals and district leadership share reflections from staff developments and determine next steps.</p>	<p>No additional funding required</p>
<p>Objective 2- By 2024, Paint Lick Elementary will increase the percentage of students scoring proficient or above in social studies to 46.2%.</p>	<p>KCWP 2: Design and Deliver Instruction. Monitor the fidelity of the implementation of aligned resources and activities, increase engagement.</p>	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and benchmark assessment data tracking.</p>	<p>Walkthrough data, Formal observation data, PLC agendas and minutes, Staff Development day agendas</p>	<p>School leadership and Director of Teaching and Learning will collect walkthrough data during reading blocks to ensure consistency with curriculum maps.</p>	<p>No additional funding required</p>
<p>Objective 3- By 2024, Paint Lick Elementary will increase the percentage of students scoring proficient or above in science to 47%.</p>	<p>KCWP 3: Design and Deliver Assessment Literacy. School leadership will work to ensure summative and formative assessments are aligned.</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>Walkthrough data, PLC agendas and minutes</p>	<p>Principal will use PLC's to monitor classroom, iReady, formative and summative assessment data to ensure congruence of Tier 1 classroom instruction.</p>	<p>N/A</p>
		<p>District Planning Days and Grade level content planning meetings are used to create and review common assessments and formative assessments.</p>	<p>Grade level aligned common assessments and formative assessments.</p>	<p>Director of Teaching and Learning will oversee the creation of reading common assessments, Reading Teacher Leader will oversee unit formative assessments.</p>	<p>No additional funding required</p>

3: 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 (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- By 2024, Paint Lick Elementary will increase the percentage of students with disabilities scoring proficient or above in reading to 51.7%.	KCWP 2: Design and Deliver Instruction. The Special Education Team will establish a system of collaboration to meet the needs of all students.	Special Education co-teachers will intentionally plan with their teaching partners. Co-teaching settings will receive regular walkthrough and feedback during reading and math instruction.	Teacher lesson plan, PLC agendas Walkthrough data and feedback and PLC agendas	District and building administrators will provide feedback to co-teachers through walkthroughs and lesson plan reviews. District and building administrators will provide feedback to co-teachers referring to best practices.	No additional funding needed No additional funding needed
Objective 2- By 2024, Paint Lick Elementary will increase the percentage of students with disabilities scoring proficient or above in math to 36.5%.	KCWP 5: Design, Align and Deliver Support Processes. A system of monitoring, feedback and coaching for co-teachers will be established. KCWP 4: Review, Analyze and Apply Data. School leadership will intentionally use data to make informed decisions for school improvement.	Assignment of co-teaching partners will be intentional to maximize strengths of special education teachers. Master schedule will be designed to allow students with disabilities the appropriate amount of time in both co-teach and resource settings.	Special Education PLC Agendas, Updated master schedule Student assessment data in iReady, District Common Assessments, Progress Monitoring data and other classroom assessment measures	School leadership will review and revise master schedule as needed, at least once annually. During curriculum PLCs teacher will discuss, review and reflect on student assessment data to ensure students with disabilities are performing and growing adequately with their peers.	No additional funding needed No additional funding needed

5: Quality of School Climate and Safety

Goal 5: By 2026, Paint Lick Elementary will increase the Quality of School Climate and Safety indicator score from 83.6 to 87.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Paint Lick Elementary will improve our climate indicator score from 85.7% to 88%.	KCWP 6: Establishing Learning Culture and Environment.	Survey of all stakeholders around school climate, culture and safety.	Successful delivery of surveys to students, parents and teachers with results that are used in the decision-making process for school improvement.	The PLE Leadership Team and SBDM Council will review survey results annually	No additional funding needed
Objective 2: By 2024, Paint Lick Elementary will improve our safety indicator score from 81.4% to 84%.	KCWP 6: Establishing Learning Culture and Environment.	Continued implementation of SEL Curriculum schoolwide	Implementation of Second Steps consistently across all classrooms.	The PLE Counselor will monitor implementation of Second Step Lessons through the online platform.	No additional funding needed
		Continued implementation of schoolwide PBIS (PRIDE) Expectations with	Survey results, Panther PAW and student of the week recognitions, and improved behavior data in Class Dojo and Infinite Campus.	The PLE Leadership Team will review behavior data at each semester break as well as Class Dojo Data to determine changes needed to school wide implementation of PRIDE expectations.	No additional funding needed
		Survey of all stakeholders around school climate, culture and safety.	Successful delivery of surveys to students, parents and teachers with results that are used in the decision-making process for school improvement.	The PLE Leadership Team and SBDM Council will review survey results annually	No additional funding needed.

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).