

## 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.

**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.

**Indicator Scores**

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

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



**Explanations/Directions**

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives 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.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

**1: State Assessment Results in Reading and Mathematics**

Goal 1: By the end of the 2027-2028 school year, the percentage of students scoring Proficient and Distinguished will increase by 30%. (Reading 66%, Math 67%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025- 2026, the percentage of students scoring Proficient and Distinguished will increase by 10%. (Reading 46%, Math 47%)	KCWP 2: Design and Deliver Instruction	Teachers will work with our State Literacy Coach on lesson internalization and high quality effective instructional practices in ELA.	Teachers will show growth on the Instructional Practice Guide assessment (IPG)	Coaching cycle data; Yearly IPG data; PLC notes Completed by admin and State Literacy Coach	
		Teachers will develop learning targets and success criteria that are aligned with grade level standards, utilizing formative assessments and success criteria to determine mastery of the standard.	Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day.	Classroom walkthrough data; PLC discussion notes analyzing formative data and success criteria as monitored by Admin.	
		Teachers, instructional coach(es), and school leaders collaborate during weekly PLC time. One of the items completed during PLC time is lesson and unit internalization to increase understanding of the HQIR and increase instructional efficacy.	Completion of lesson internalization as documented in weekly lesson plans and PLC notes. Increase	Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Teacher and Admin completion of, and PLC analysis of, virtual data wall.  PLC agenda and notes from State Literacy Coach.	
	KCWP 4: Review, Analyze, Apply Data Results	During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during W.I.N. time (What I Need). Teachers use multiple data points to help guide instruction, remediation, and extension, and use an HQIR for each of these areas to ensure high quality instruction.	Teachers complete their virtual data wall for summative and formative assessment and use PLC time to create instructional plans for students.	Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Completion of, and PLC analysis of, virtual data wall by Admin and Teachers.	
		Staff and leadership meet monthly to discuss student progress as well as completing formal MTSS meetings to	Number of students receiving tier 2, 3	MTSS and PLC notes, completion of virtual data wall	

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(Reading 66%, Math 67%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyze student data, discuss movement through the Tiers, etc.	intervention should decrease.		

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

Goal 3: By the end of the 2027-2028 school year, the percentage of students scoring Proficient and Distinguished will be increase to:  
 Science: 48%  
 Social Studies: 37%  
 On Demand Writing: 31%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2026, the percentage of students scoring Proficient and Distinguished will be: Science: 28% Social Studies: 27% On Demand Writing: 21%	KCWP 2: Design and Deliver Instruction	Teachers work with State Literacy Coach on implementation of the writing program embedded in the HQIR.	Lesson pacing improves as demonstrated through Admin walkthroughs; writing being implemented daily; writing stamina increases	Wonders writing rubric scores; PLC notes; Classroom walkthrough data	
		Implementation of an HQIR with a focus on Science and Social Studies concepts, so students are growing their content knowledge during ELA.	Increase in formative and summative assessment scores	Completion of Wonders lessons to fidelity; PLC notes/ lesson internalization document; Classroom walkthrough data	
		Since we do not currently have an HQIR for Social Studies, teachers are working collaboratively with school leadership to compare the standards and the current resource to add supplemental materials and high level questioning to increase the level of rigor and ensure alignment.	Increase in formative and summative assessment scores	Meeting notes; assessment data; classroom walkthrough data	

### 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
<p>Objective 1 By Spring 2026, the percentage of students scoring novice in Reading for students who are economically disadvantaged will decrease to 15%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will work with our State Literacy Coach on lesson internalization and high quality effective instructional practices in ELA.</p>	<p>Teachers will show growth on the Instructional Practice Guide assessment (IPG)</p>	<p>Coaching cycle data; Yearly IPG data; PLC notes Completed by admin and State Literacy Coach</p>	
		<p>Teachers will develop learning targets and success criteria that are aligned with grade level standards, utilizing formative assessments and success criteria to determine mastery of the standard.</p>	<p>Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day.</p>	<p>Classroom walkthrough data; PLC discussion notes analyzing formative data and success criteria as monitored by Admin.</p>	
		<p>Teachers, instructional coach(es), and school leaders collaborate during weekly PLC time. One of the items completed during PLC time is lesson and unit internalization to increase understanding of the HQIR and increase instructional efficacy.</p>	<p>Completion of lesson internalization as documented in weekly lesson plans and PLC notes. Increase</p>	<p>Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Teacher and Admin completion of, and PLC analysis of, virtual data wall.  PLC agenda and notes from State Literacy Coach.</p>	
	<p>KCWP 4: Review, Analyze, Apply Data Results</p>	<p>During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during W.I.N. time (What I Need). Teachers use multiple data points to help guide instruction, remediation, and extension, and use an HQIR for each of</p>	<p>Teachers complete their virtual data wall for summative and formative assessment and use PLC time to create instructional plans for students.</p>	<p>Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Completion of, and PLC analysis of, virtual data wall by Admin and Teachers.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		these areas to ensure high quality instruction.			
<p>Objective 2 By Spring 2026, the percentage of students scoring novice in Math for students who are economically disadvantaged will decrease to 15%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Teachers will work with our State Literacy Coach on lesson internalization and high quality effective instructional practices in ELA.	Teachers will show growth on the Instructional Practice Guide assessment (IPG)	Coaching cycle data; Yearly IPG data; PLC notes Completed by admin and State Literacy Coach	
		Teachers will develop learning targets and success criteria that are aligned with grade level standards, utilizing formative assessments and success criteria to determine mastery of the standard.	Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day.	Classroom walkthrough data; PLC discussion notes analyzing formative data and success criteria as monitored by Admin.	
		Teachers, instructional coach(es), and school leaders collaborate during weekly PLC time. One of the items completed during PLC time is lesson and unit internalization to increase understanding of the HQIR and increase instructional efficacy.	Completion of lesson internalization as documented in weekly lesson plans and PLC notes. Increase	Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Teacher and Admin completion of, and PLC analysis of, virtual data wall.  PLC agenda and notes from State Literacy Coach.	
	<p>KCWP 4: Review, Analyze, Apply Data Results</p>	During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during W.I.N. time (What I Need). Teachers use multiple data points to help guide instruction, remediation, and extension, and use an HQIR for each of these areas to ensure high quality instruction.	Teachers complete their virtual data wall for summative and formative assessment and use PLC time to create instructional plans for students.	Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.  Completion of, and PLC analysis of, virtual data wall by Admin and Teachers.	
		Staff and leadership meet monthly to discuss student progress as well as completing formal MTSS meetings to	Number of students receiving tier 2, 3 intervention should decrease.	MTSS and PLC notes, completion of virtual data wall	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyze student data, discuss movement through the Tiers, etc.			

**4: English Learner Progress**

Goal 4: By the end of the 2027-2028 school year, 80% of EL students will grow by at least 1.5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2026, 80% of EL students will grow by at least 0.5 in their ACCESS composite score.	KCWP 2: Design and Deliver Instruction	Provide professional learning on high leverage strategies for all teachers and instructional leaders to use during Tier 1 and small group instruction.	ACCESS results Classroom walkthroughs	Monitored through classroom walkthroughs and PLC conversations	
		Provide professional learning opportunities to ensure multilingual learners receive instruction they can understand and engage with.	ACCESS results Classroom walkthroughs	Monitored through classroom walkthroughs and PLC conversations	

**5: Quality of School Climate and Safety**

Goal 5 : By the end of the 2027-2028 school year, the overall score on the Quality of School Climate Data will increase to at least 80.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At least 50% of students will agree that students being mean or hurtful to other students (in person or online) is NOT a problem for this school.	KCWP 6: Establishing Learning Culture and Environment	Character Strong Tier 1 curriculum provided daily by homeroom teachers			
		Monthly classroom guidance lessons			
		Prevention Specialist provides monthly lessons during Health class on positive affirmation, Self-Esteem, Kindness, etc.			
		Universal screener provided 3 times a year to identify students at risk			
		Awarding higher positive Dojo points to students for demonstrating kindness towards peers.			