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, Baldridge, 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.

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	No
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

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 percentage points. (Reading 66%, Math 67%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2026, the percentage of students scoring Proficient and Distinguished will increase by 20%. (Reading from 35% to 42%; Math from 37% to 44%)	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	Number of students receiving tier 2, 3	MTSS and PLC notes, completion of virtual data wall	

Goal 1: By the end of the 2027-2028 school year, the percentage of students scoring Proficient and Distinguished will increase by 30 percentage points. (Reading 66%, Math 67%)

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

2: 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 Spring 2026, the percentage of students scoring novice in Reading for students who are economically disadvantaged will decrease to 15%.	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	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.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		these areas to ensure high quality instruction.			
Objective 2 By Spring 2026, the percentage of students scoring novice in Math for students who are economically disadvantaged will decrease to 15%.	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.	
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		Staff and leadership meet monthly to discuss student progress as well as	Number of students receiving tier 2, 3	MTSS and PLC notes, completion of virtual data wall	

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

3: 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 35% of students will agree that students being mean or hurtful to other students (in person) is NOT a problem for this school. (Currently 24%)	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.			
Objective 2: At least 65% of students will agree that students being mean or hurtful to other students (online) is NOT a problem for this school. (currently 52%)					