# 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.

**Objective(s):**
Collaborate to increase the average combined reading and math proficiency ratings for all students in the free and reduced lunch group to 55% in Reading and 46% in Math by 12/31/2026 as measured by KSA.

**Strategy 1:**
KCWP 2: Design and deliver instruction implementing new HQIR curriculum in Reading and Math.

**Activities for Strategy 1:**
1. Teachers will participate in professional development to enhance their understanding of the new curriculum and how to implement it to fidelity.
2. All students, regardless of test scores and population group identification, will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans.
3. The first 25 minutes of the day is dedicated to ELA Win Time, which has been revamped for the 25-26 school year to include:
   a. Fluency and Phonics focus for students performing below benchmark based on STAR CBM will meet 4-days a week for 25 minutes
   b. SEL lessons will be taught 1-day a week for 25 minutes with all students.
4. STAR data, KSA data, District Benchmark data, and classroom formative assessment data will drive instruction within the classroom and be used to progress monitor students in Tier 2 and Tier 3 interventions.

**Progress Monitoring for Strategy 1 Activities:**
1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. IEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs to be completed to ensure academic and emotional needs are met.
3. The phonics and fluency data sheet will be analyzed weekly by the CIA, admin, and teachers during ELA PLCs. Teachers and admin will provide feedback to the counselor regarding the SEL lessons and students they have concerns about.

4. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.

**Funding for Strategy 1:**
1. $2000 (District Grant)
2. $0
3. $0
4. $0

**Strategy 2:**
KCWP 4: Implement a sustainable system for reviewing, analyzing, and applying data results to drive instruction and RtI.

**Activities for Strategy 2:**
1. Every Tuesday will be a PLC during the teachers' planning periods to focus on phonics and fluency.
2. Every other Wednesday, teachers will meet in the afternoon with their content team. They will focus on analyzing classroom data, discussing pacing, planning, instruction, and assessments.
3. STAR and District Benchmark exams and data will be analyzed as a whole group and by teacher groups to aid in classroom instruction and other instructional practices.

**Progress Monitoring for Strategy 2 Activities:**
1. Progress monitoring will take place through content discussions with admin and the CIA, analyzing the Phonics and Fluency data sheet, and analyzing the iReady scores for those receiving further Tier 2 support. This will be completed by all teachers, admin, the CIA, and the intervention specialist.
2. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
3. Progress monitoring will take place through content discussions during PLCs and content planning meetings with the admin and CIA.

**Funding for Strategy 1:**
1. $0
2. $0
3. $0

# 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:**
Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on the KSA from 45.0 to 63.5 by 2030.

Goal 2: Increase the percentage of students scoring Proficient and Distinguished in Math on the KSA from 48 to 66.5 by 2030.

**Objective 1:**
Increase the percentage of students scoring Proficient and Distinguished in Reading on the KSA from 45.0 to 38.7 on the Spring 2026 assessment.

**Strategies for Objective 1**
1. KCWP 2: Design and deliver instruction using the HQIR curriculum Amplify and UFLI.

**Activities for Objective 1**
1. Teachers will participate in professional development to enhance their understanding of the new curriculum and how to implement it to fidelity.
2. Every week, all teachers will meet during their planning to discuss classroom data, pacing, and instructional strategies. Every other Wednesday, teachers will meet in the afternoon with their content team where they will focus on analyzing classroom data, discussing pacing, planning, instruction, assessments, and evaluate the curriculum and its effectiveness.
3. The first 25 minutes of the day is dedicated to ELA Win Time, which has been revamped for the 25-26 school year to include:
   a. Fluency and Phonics focus for students performing below benchmark based on STAR CBM will meet 4-days a week for 25 minutes
   b. SEL lessons will be taught 1-day a week for 25 minutes with all students.
4. With the teachers, admin, and CIA, a clearly defined MTSS and RtI model with documentation tools, progress monitoring meetings, and intervention programs/strategies were developed for reading.

**Progress Monitoring for Objective 1**
1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. Progress monitoring will take place through walkthrough data and overviews/lesson plans, along with content discussions during PLCs and content planning meetings with the admin and CIA.
3. The phonics and fluency data sheet will be analyzed weekly by the CIA, admin, and teachers during ELA PLCs. Teachers and admin will provide feedback to the counselor regarding the SEL lessons and students they have concerns about.

4. Students will move through the RtI process when not meeting standards of 40% or better. iReady will be used for progress monitoring with Tier 2 students in intervention classes. Further progress monitoring will be through STAR Phonics and STAR CBM.

**Funding for Objective 1**
1. $0
2. $0
3. $0
4. $0

**Objective 2:**
Increase the percentage of students scoring Proficient and Distinguished in Math on the KSA from 48.0 to 51.7 on the Spring 2026 assessment.

**Strategies for Objective 2**
1. KCWP 2: Design and deliver instruction using the HQIR curriculum Eureka.

**Activities for Objective 2**
1. Teachers will participate in professional development to enhance their understanding of the new curriculum and how to implement it to fidelity.
2. Every other week, math teachers meet during content planning to discuss upcoming lessons using the Eureka protocols. These take the teachers into the progression of learning and the material and math content which develops into more in-depth conversations around instructional strategies and assessments.
3. Math classes are 90 minutes with 20 minutes protected time for Math WIN where Tier 2 intervention takes place for students not meeting benchmarks based on classroom assessments and STAR data.
4. With the teachers, admin, and CIA, a clearly defined MTSS and RtI model with documentation tools, progress monitoring meetings, and intervention programs/strategies were developed for reading.

**Progress Monitoring for Objective 2**

1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. Progress monitoring will take place within content discussions during content planning meetings with the admin and CIA. Teachers utilizing what they have learned during the protocols will be monitored through walkthroughs.
3. Classroom assessments and data will be analyzed during content planning meetings and on Friday mornings when math teachers will meet with the CIA and District GT coordinators, by grade-level, to work on protocols.
4. Students will move through the RtI process when not meeting standards of 40% or better. iReady will be used for progress monitoring with Tier 2 students in intervention classes. Further progress monitoring will be through STAR Math and formative assessment data from the classrooms.

**Funding for Objective 2**

1. $0
2. $0
3. $0
4. $0

# 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 | No |
| Postsecondary Readiness (high schools and districts only) | N/A |
| Graduation Rate (high schools and districts only) | N/A |

# 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:**

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Writing on the KSA from 42 to 67 by 2030

Goal 2: Increase the percentage of students scoring Proficient and Distinguished in Social Studies on the KSA from 40 to 60 by 2030

Goal 3: Increase the percentage of students scoring Proficient and Distinguished in Science on the KSA from 35 to 40 by 2030

**Objective 1:**

Increase the percentage of students scoring Proficient and Distinguished in Writing on the KSA from 42 to 47 on the Spring 2026 assessment.

**Strategies for Objective 1:**

1. KCWP 2: Design and deliver instruction using the HQIR curriculum Amplify and UFLI.

**Activities for Objective 1:**

1. Teachers had time over the summer to collaborate and realign their pacing and lesson plans according to the Amplify Curriculum, as well as, build common formative assessments which were later placed in the program Formative to mimic the KSA. UFLI implementation is discussed weekly in ELA PLCs.
2. All students, regardless of test scores and population group identification, will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans.

3. High-quality writing lessons are embedded in the Amplify curriculum and UFLI instructs students to practice writing phonic skills and blends them into words. ELA teachers will take some time in the spring to aid students in understanding the On-demand rubric and practice quality on-demand writing pieces with the whole school blind scoring for classroom feedback.

**Progress Monitoring for Objective 1:**
1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. IEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs to be completed to ensure academic and emotional needs are met. Continuous alignment with ELA teachers, because of the newer curriculum, will take place all year to ensure students are receiving the same opportunities across classrooms.
3. Progress monitoring will take place in content planning meetings through discussions and writing assessment review. On-demand scrimmage results will be analyzed during PLCs and next steps planned out.

**Funding for Object 1:**
1. $0
2. $0
3. $0

**Objective 2:**
Increase the percentage of students scoring Proficient and Distinguished in Social Studies on the KSA from 40 to 45 on the Spring 2026 assessment.

**Strategies for Objective 2:**
1. KCWP 2: Design and deliver instruction using HQIR curriculum resources.

**Activities for Objective 2:**
1. Teachers had time over the summer to collaborate and pull together activities and build common formative assessments using previous years resources, as well as, the SAVVAS curriculum purchased in the mid of last school year.
2. All students, regardless of test scores and population group identification, will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans.
3. Social Studies instruction for 5th grade has been extended to 3 days a week for 90 minus each class period, allowing time for more in-depth instruction to include KSA like exams and unit structures while implementing multiple sources and SAVVAS. Fourth grade continues to receive instruction for 90 minutes, 2 days a week.

**Progress Monitoring for Objective 2:**
1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. IEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs to be completed to ensure academic and emotional needs are met.

Continuous alignment with science teachers, because of the new curriculum, will take place all year to ensure students are receiving the same opportunities across classrooms.

3. Progress monitoring will take place in content planning meetings through discussions and formative assessment data review. District Benchmark assessment data will also be utilized.

**Funding for Object 2:**
1. $0
2. $0
3. $0

## Objective 3:
Increase the percentage of students scoring Proficient and Distinguished in Science on the KSA from 35 to 40 on the Spring 2026 assessment.

**Strategies for Objective 3:**
1. KCWP 2: Design and deliver instruction using the HQIR curriculum OpenSciEd.

**Activities for Objective 3:**
1. Teachers received professional development over the summer to develop their understanding of OpenSciEd and the best practices for implementing the new curriculum to fidelity. Plans are in place to have ongoing support throughout the year.
2. All students, regardless of test scores and population group identification, will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with special education teachers to implement individual education plans.
3. Science instruction for 4th grade has been extended to 3 days a week for 90 minus each class period, allowing time for more in-depth instruction to include missed instruction from the previous year(s) and implement OpenSciEd with fidelity. Fifth grade continues to receive instruction for 90 minus, 2 days a week.

**Progress Monitoring for Objective 3:**
1. Progress monitoring will take place through walkthrough data, overviews/lesson plans, and content planning discussions. These will take place all year and will involve the admin and CIA.
2. IEPs will be implemented and differentiation will be evidenced in lesson overviews. An annual review of staffing and student needs to be completed to ensure academic and emotional needs are met. Continuous alignment with science teachers, because of the new curriculum, will take place all year to ensure students are receiving the same opportunities across classrooms.
3. Progress monitoring will take place in content planning meetings through discussions and formative assessment data review. District Benchmark assessment data will also be utilized.

**Funding for Object 3:**
1. $2000 (District Grant)
2. $0
3. $0