

Southgate Public School, 25-26

Phase Three: Comprehensive School Improvement Plan (CSIP)

Approved by SBDM 12/4/25; Approved by BOE 12/11/25 (pending)

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):

- 1.) By the spring of 2026, students with disabilities' literacy proficiency will increase from 0% to 25% in grades 3-5 and from 59% to 64% in grades 6-8.
- 2.) By the spring of 2026, our students with disabilities' numeracy proficiency will increase from 39% to 44% in grades 3-5 and from 50% to 60% in grades 6-8.

Strategies:

- KCWP1: Design and Deploy Standards
- KCWP2: Design and Deliver Instruction
- KCWP3: Design and Deliver Assessment Literacy
- KCWP4: Review, Analyze, Apply Data Results
- KCWP5: Design, Align and Deliver Support
- KCWP6: Establishing Learning Culture and Environment

Activities:

- Use of Individualized Education Plan (IEP) goals to inform instruction.
- Provide professional development on differentiating instruction and providing accommodations as part of tier 1 instruction.
- Provide professional development on evidence-based practices for effective instruction (chunking, modeling, engagement strategies, etc.).
- Increase targeted differentiation instruction focused on individual student needs.
- Data analysis opportunities for both general and special education staff to review progress, next steps, and individual needs.
- Provide professional development on the co-teaching model.

Progress Monitoring:

- Progress monitoring of individual students' IEP goals and objectives
- NWEA - MAP Assessment (Fall, Winter, Spring)
- Assessment reviews based on individualized accommodations and modifications
- Master schedules, PD schedules and agendas

Funding:

- IDEA Fund
- SEEK Fund
- Title I-II Funds
- SBDM Budget

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:

By the spring of 2028, our students' literacy proficiency will increase from 47% to 70% in grades 3-5 and from 59% to 75% in grades 6-8. By the spring of 2028, our students' numeracy proficiency will increase from 39% to 65% in grades 3-5 and from 46% to 70% in grades 6-8.

Objective(s):

- 1.) By the spring of 2026, our students' literacy proficiency will increase from 47% to 55% in grades 3-5 and from 59% to 65% in grades 6-8.
- 2.) By the spring of 2026, our students' numeracy proficiency will increase from 39% to 51% in grades 3-5 and from 46% to 55% in grades 6-8.

Strategy:

- KCWP1: Design and Deploy Standards
- KCWP2: Design and Deliver Instruction
- KCWP3: Design and Deliver Assessment Literacy
- KCWP4: Review, Analyze, Apply Data Results
- KCWP5: Design, Align and Deliver Support
- KCWP6: Establishing Learning Culture and Environment

Activities:

- Professional development through NKCES.
- Complete process to vet and adopt a schoolwide mathematics curriculum, K-8 (NQIR).
- MAP Benchmark Assessments will be completed three times yearly for each student in the areas of reading and mathematics (fall, winter, spring).
- ATM Meetings/Process will be used to target the needs of individual students.
- 21st Century After-School Program will continue to support the academic and exploration opportunities needed for students to increase their background knowledge.
- Extended-School Service Groups to target small-group intervention supports based on data, with intentional planning to close gaps in learning for specific students.
- Schoolwide focus on literacy ensuring students read, write and discuss every day.

- Bi-Weekly Intervention Team Meetings, Bi-Weekly PRIDE Meetings, Weekly Admin Meetings

Progress Monitoring:

- NWEA - MAP Assessment (Fall, Winter, Spring)
- Master schedules, PD schedules and agendas
- Individualized Professional Growth Plans
- Walkthrough Observations and Notes
- Infinite Campus - Student Progress Reports, Behavior Reports, and Attendance Records

Funding:

- General Fund
- SBDM Budget
- Title I-IV Funds
- ESS Budget

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 | Yes |
| 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:

By the spring of 2028, our students' social studies, science and on demand writing combined proficiency average will increase from 26% to 50% in grades 3-5 and from 50% to 70% in grades 6-8.

Objective(s):

- 1.) By the spring of 2026, our students' social studies, science and on demand writing combined proficiency average will increase from 26% to 40% in grades 3-5 and from 50% to 60% in grades 6-8.

Strategy:

- KCWP1: Design and Deploy Standards
- KCWP2: Design and Deliver Instruction
- KCWP3: Design and Deliver Assessment Literacy
- KCWP4: Review, Analyze, Apply Data Results
- KCWP5: Design, Align and Deliver Support
- KCWP6: Establishing Learning Culture and Environment

Activities:

- Professional development through NKCES.
- Develop schoolwide writing protocols and consistent instructional language with academic and on-demand writing.
- 21st Century After-School Program will continue to support the academic and exploration opportunities needed for students to increase their background knowledge.
- Extended-School Service Groups to target small-group intervention supports based on data, with intentional planning to close gaps in learning for specific students.
- Provide professional development on evidence-based practices for effective instruction (chunking, modeling, engagement strategies, etc.).

Progress Monitoring:

- Master schedules, PD schedules and agendas
- Individualized Professional Growth Plans

- Walkthrough Observations and Notes
- Infinite Campus - Student Progress Reports, Behavior Reports, and Attendance Records
- Live Scoring Event Results

Funding:

- General Fund
- SBDM Budget
- Title I-IV Funds
- ESS Budget

Priority Indicator #2:

Quality of School Climate and Safety

Three- to Five-Year Goal:

By the spring of 2028, our students' school quality survey indicator rating will increase. The Safety Survey Index Score will rise from 65.2 to 80 in grades 3-5 and from 68.5 to 80 in grades 6-8. The Climate Index Score will rise from 71.5 to 85 in grades 3-5 and from 71.4 to 85 in grades 6-8.

Objective(s):

1. Increase the Safety Survey Index Score from 65.2 to 70 in grades 3-5 and from 68.5 to 75 in grades 6-8.
2. Increase the Climate Index Score from 71.5 to 75 in grades 3-5 and from 71.4 to 75 in grades 6-8.

Strategy:

- KCWP6: Establishing Learning Culture and Environment

Activities:

- Create and develop a system of peer mentoring throughout the building.
- Create extracurricular activities to meet a variety of interests for middle school students to explore after school.
- Create choice-based electives to match the interests of middle school students.
- Explore the possibilities of implementing mentor groups to operate as home bases.
- Examine and update the social-emotional learning curriculum at both the elementary and middle levels.

- Utilize visuals to support PBIS expectations, as well as behavior systems and supports.
- Focus on professional habits for middle school students to build independence.
- Utilize restorative justice practices when supporting students through conflict and unwanted behaviors.

Progress Monitoring:

- Climate Surveys
- Term Feedback Surveys
- Social-Emotional Metric Surveys
- Infinite Campus - Student Progress Reports, Behavior Reports, and Attendance Records

Funding:

- General Fund
- SBDM Budget
- Title I-IV Funds
- ESS Budget