

# **Rineyville** Comprehensive School Improvement Plan (CSIP)

## 2025-26

### **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):**

**By May 2026, Rineyville's students with disabilities with accommodations scoring Novice in Reading will reduce by 10%.**

### **Strategy:**

**KCWP 5: Design, Align and Deliver Support Processes**

### **Activities:**

**Ensure the instructional modifications are made based upon the immediate feedback gained from formative assessments.**

- 1. My Path Reading**
- 2. Lexia**
- 3. District non-negotiable tests**

### **Progress Monitoring:**

**Spring 2026 State Assessment Data**

**iReady Reports**

**Student Growth Reports**

**Student Projected Proficiency Reports**

**iReady Quadrant reports reviewed and analyzed 3 times per year**

### **Funding:**

**Title I, ESS, Special Education**

## **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 Spring 2026, Rineyville Elementary's Reading scores will increase from 59% P/D to 79% P/D and Math scores will increase from 55% P/D to 75% P/D.**

### **Objective(s):**

**By May 2026, Rineyville's Reading scores will increase from 63% P/D to 79% P/D.**

**By May 2026, Rineyville's Math scores will increase from 47% P/D to 75% P/D.**

### **Strategy:**

**KCWP 5: Design, Align and Deliver Support Processes**

### **Activities:**

#### **Reading:**

- 1. Orton-Gillingham phonemic awareness, phonics, fluency and comprehension skills strategies.**
- 2. KAGAN Cooperative Learning strategies**
- 3. Orton-Gillingham instruction provided to target students**
- 4. Orton-Gillingham fluency passages**

#### **Math:**

- 1. Math vocabulary strategies (Thoughtful Ed)**
- 2. iReady Math strategies**
- 3. Use of math manipulatives**
- 4. Math talks at all grade levels**

### **Progress Monitoring:**

#### **Reading:**

- 1. Spring 2026 Assessment Data**
- 2. Reading iReady reports**
- 3. Student Growth reports**
- 4. Student Projected Proficiency Reports**
- 5. MTSS Growth Reports**
- 6. OG Assessment data**
- 7. iReady Quadrant reports 3 times per year**

#### **Math:**

- 1. Spring 2026 State Assessment data**
- 2. Math iReady reports**

- 3. Student Growth reports**
- 4. Student Projected Proficiency reports**
- 5. MTSS Math Growth reports**
- 6. iReady Quadrant reports 3 times per year**

**Funding:**

**PD, Title I**

## 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	Choose an item.
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

### 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 2026, Rineyville’s Science scores will increase from 42% P/D to 62% P/D.

By 2026, Rineyville’s Social Studies scores will increase from 55% P/D to 75% P/D.

By 2026, Rineyville’s Combined Writing scores will increase from 69% P/D to 89% P/D.

##### Objective(s):

By May 2026, Rineyville’s Science scores will increase from 35% P/D to 62% P/D.

By May 2026, Rineyville’s Social Studies scores will increase from 53% P/D 75% P/D.

By May 2026, Rineyville’s Combined Writing scores will increase from 63% P/D to 89% P/D.

##### Strategy:

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

##### Activities:

##### Science:

1. Pacing guides
2. Alignment to Resources (Mystery Science and reading materials).
3. Reading research centers
4. Through Course Tasks per grade level

5. Vocabulary notebooks (STEAM lab school-wide)
6. Vocabulary strategies school-wide (Thoughtful Ed)

**Social Studies:**

1. Reading comprehension strategies
2. Vocabulary strategies school-wide (Thoughtful Ed)

**Combined Writing:**

1. School-wide writing plan reviewed, implemented and updated annually
2. Alignment to resources
  - Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional learning in high yield instructional strategies. Focus on the following strategies:
    1. 4-square writing
    2. On-demand writing checklists and live scoring sessions
    3. Peer editing

**Progress Monitoring:**

**Science:**

1. Spring 2026 State Assessment data
2. Grade level teacher-created common assessments
3. Through Course Tasks data

**Social Studies:**

1. Spring 2026 State Assessment data
2. Grade level teacher-created common assessments

**Combined Writing:**

1. Spring 2026 State Assessment data
2. Grade level teacher-created common assessments

**Funding:**

**PD and Title I**

## **Priority Indicator #2: Quality of School Climate and Safety**

### **Three- to Five-Year Goal:**

**By 2026, Rineyville will raise its current status from 76.3 Medium to 86.3 High.**

### **Objective(s):**

**By Spring 2026, Rineyville will raise its Climate Index from 78.7 Medium to 86.3 High.**

**By Spring 2026, Rineyville will raise its Safety Index from 73 Medium to 80.6 High.**

### **Strategy:**

**KCWP 4: Review, Analyze and Apply Data Results.**

**KCWP 5: Design, Align and Deliver Support Processess**

### **Activities:**

#### **Climate index:**

- 1. PBIS plan updated and implemented**
- 2. SEL lessons in all classrooms**
- 3. Character Education in all classrooms**
- 4. KARE Committee**
- 5. Behavior data reviewed quarterly**
- 6. Counselor Referrals**

#### **Safety Index:**

- 1. SEL lessons in all classrooms**
- 2. Character Education in all classrooms**
- 3. KARE Committee**
- 4. Behavior data reviewed quarterly**
- 5. Counselor Referrals**
- 6. Bi-monthly safety committee meetings**

### **Progress Monitoring:**

**Spring 2026 Assessment results**

### **Funding:**

**Title I Funds, General Funds**