

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*, *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):

Objective 1 By 2026 our Special Education Population (with IEP) will increase their reading proficient and distinguished scores from 29% to 31.9%.

Objective 2 By 2026 our Special Education population (with IEP) will increase their math proficient and distinguished scores from 33% to 36%.

Objective 3 By 2026 our Economically disadvantaged population will increase their science, social studies, and combine writing proficient/distinguished scores. For Science it will increase from 31% Proficient/Distinguished to 34%, for Social studies it will increase from 45% to 49.5% and for combined writing from 62% to 68%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

- Orton Gillingham (Literacy/morphology Process for Grades 1-3)
- LEAD 21(Reading Program for 2-5)
- Curriculum Associates: Magnetic reading(Supplemental ELA Program for 2-5)
- iReady diagnostic (1-5) and MyPath individualized online instruction.
- Incentives for Reading Counts

Progress Monitoring:

December 2025

May 2026

December 2026

Funding:

Title I Textbook

Instructional PPA District Funds

Objective(s):

Objective 2 By 2026 our Special Education population (with IEP) will increase their math proficient and distinguished scores from 33% to 36%.

Objective 3 By 2026 our Economically disadvantaged population will increase their science, social studies, and combine writing proficient/distinguished scores. For Science it will increase from 31% Proficient/Distinguished to 34%, for Social studies it will increase from 45% to 49.5% and for combined writing from 62% to 68%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

- REFLEX (Supplemental online math resource for 1-5)
- FRAX (Supplemental online math resource for 3-5)
- I-Ready Math (Core Math Program for 1-5)
- iReady Diagnostic (1-5)
- MyPath online program tied to iReady Diagnostic

Progress Monitoring:

December 2025

May 2026

December 2026

Funding:

Title I Textbook

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Objective(s):

Objective 3 By 2026 our Economically disadvantaged population will increase their science, social studies, and combine writing proficient/distinguished scores. For Science it will increase from 31% Proficient/Distinguished to 34%, for Social studies it will increase from 45% to 49.5% and for combined writing from 62% to 68%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

- Departmentalized science instruction in 4th grade
- Reading activities in other grades with a science/Social studies focus
- Mystery Science
- TCI Science curriculum
- STEM Class
- District Cohort for Social Studies
- TCI Social Studies Curriculum
- Geography club
- 4-Square Writing
- On-Demand Writing Checklists and Live Scoring Sessions
- Peer Editing
- NoRedInk writing online writing
- Live scoring
- PLC meetings with writing expectations
- Follow the school writing plan
- 3.8 paragraph structures (Abel and Atherton)
- Developed a Literacy/Curriculum Committee

Progress Monitoring:

December 2025

May 2026

December 2026

Funding:

Title I Textbook

Instructional PPA District Funds

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 (State your reading and math goal.): By 2027 Our proficient and distinguished scores in reading will rise from 58% to 62.8%. By 2027 our proficient and distinguished scores in math will rise from 53% to 61.2%.

Objective(s):

Objective 1 By 2026 our reading proficient and distinguished scores will rise by five percent from 58% to 60.9%.

Strategy 1:

KCWP2: Design and Deliver Instruction Classroom Activities

Strategy 2:

KCWP4: Review, Analyze and Apply Data Classroom Activities

Activities 1:

- Orton Gillingham Phonics
- iReady diagnostic (reading diagnostic)
- MyPath for iReady leveled online program for grades 1-5
- Magnetic Reading(Reading Program for 3-5)
- Lexia
- Novel Studies
- Title Tutor for Reading and Math

Activities 2:

We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.

Progress Monitoring 1:

December 2025

May 2026

December 2026

Progress Monitoring 2:

Every other month

Twice a month for SB9

Funding:

Title I Textbook

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District Funds

Objective(s):

Objective 2: By 2026 our math proficient and distinguished scores will rise by 53% to 56.1%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

- REFLEX (Supplemental online math resource for 1-5)
- I-Ready Math (Core Math Program for 1-5)
- iReady Diagnostic (1-5)
- MyPath online program tied to iReady Diagnostic
- Support educator for reading and math.

Progress Monitoring:

December 2025

May 2026

December 2026

Funding:

Title I Textbook

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District Funds

Strategy 2:

KCWP4: Review, Analyze and Apply Data Classroom Activities

Activities 2:

We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.

Progress Monitoring 2:

every other month

Funding 2:

Title I Instructional PPA District Funds

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: Science, social studies and writing

Three- to Five-Year Goal:

Goal 2 (State your science, social studies, and writing goal.): By 2027, students scoring proficient/distinguished in Science will increase from 43% to 47.3%, from 60% to 66% in Social Studies, and from 73% to 80.3% in Writing

Objective(s) 1:

Objective 1 By 2026 our science proficient and distinguished scores will rise from 43% to 45.1%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

We have departmentalized intermediate grades to ensure science instruction. We are combining Science instruction into reading centers to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Though the state is not requiring TCTs, we are conducting one to two per year. Implementation of Mystery Science for engagement, differentiation, and discovery learning. The fourth grade science teacher uses TCi Science curriculum and Nearpod to deliver high quality instruction to the fourth grade. We will incorporate data tracking teams to track how progress is being made.

Progress Monitoring:

December 2025

May 2026

December 2026

(Data tracking) every other month

Funding:

Title I Textbook

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Objective(s) 2:

Objective 2 By 2025 our Social Studies proficient and distinguished scores will rise from 60% to 63%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

We have created a district-wide cohort of Social Studies educators where they meet on a regular basis to discuss content, align their standards with resources, and discuss assessments. We have implemented a Geography Club to ensure enrichment of standards for some of the students. We have created a school wide schedule that includes time for Social Studies for all grade levels, ensuring the continuum is completed with fidelity. We will incorporate data tracking teams to track how progress is being made.

Progress Monitoring:

December 2025

May 2026

December 2026

(Data tracking) every other month

Funding:

Title I Textbook

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Objective(s) 3:

Objective 3 By 2026 our Writing proficient and distinguished scores will rise from 73% to 76.1%.

Strategy:

KCWP2: Design and Deliver Instruction Classroom Activities

Activities:

Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies:

4-Square Writing

On-Demand Writing Checklists and Live Scoring Sessions

Peer Editing

NoRedInk writing online writing

Live scoring

PLC meetings with writing expectations

Follow the school writing plan

3.8 paragraph structures (Abel and Atherton)

Developed a Literacy/Curriculum Committee

We will incorporate data tracking teams that will track how progress in being made.

Progress Monitoring:

December 2025

May 2026

December 2026

(Data tracking) every other month

Funding:

Title I Textbook

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Priority Indicator #2: Quality of School Climate and Safety**Three- to Five-Year Goal:**

Goal 1 By 2027 our climate index score will increase from a 78.7/high to a 85.6/high.

Objective(s):

Objective 1 By 2026 our climate index score will increase from a 78.7/high to a 81.5/high.

Strategy:

KCWP 6: Establish Learning Culture and Environment

Activities:

PBIS tiered committee
Trojan ticket incentives
Close Gap
Mentoring Program
House points
Counselor small groups
Lighthouse leaders
Outside Counseling
KARE Committee

Progress Monitoring:

December 2022
May 2023
December 2023

Funding:

PPA