

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.**

[Link to Semple CSI Addendum](#)

IMPROVEMENT PRIORITIES:

Improvement Priority 1: Implement a rigorous and systematic coaching process with leaders conducting frequent classroom observations, providing teachers with immediate actionable feedback and monitoring implementation to track gains in instructional effectiveness and student learning.

Improvement Priority 2: Develop an ongoing PLC schedule and identify/ develop a robust PLC protocol focused on Tier 1 instruction and lesson planning to increase student mastery. Fully implement and monitor the fidelity of implementation and track implementation data to ensure measurable gains in student learning.

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*, *Shiple*y, *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 of 2026, Achievement Gap will go from 14% to 15% P/D for African American students on KSA Math.

By May of 2026, Achievement Gap will go from 16% to 19% P/D for African American students on KSA Reading.

Strategy:

[KCWP-5](#)

Activities:

Enhance/ strengthen a coaching cycle to provide specific feedback for teachers around instructional activities that match grade level standards. Teachers used professional domains from evaluation cycles to determine professional strengths and weaknesses. From that we created a coaching cycle to provide specific feedback, and modeling for teachers based on rankings that teachers gave themselves.

Progress Monitoring:

Progress Monitoring will come from formative assessments (student work) on grade level standards to PLCs. This will show if students are moving in the right direction towards proficiency on grade level standards.

Teacher walkthrough data will show an increase in frequency of observable measures deemed important by the instructional leadership team on walkthrough form.

Funding:

SIF 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:

By May of 2030, Reading will go from 25% to 35% P/D for All students on KSA.

By May of 2030, Math will go from 17% to 27% P/D for All students on KSA.

Objective(s):

By May of 2026, Reading will go from 25% to 27% P/D for All students on KSA.

By May of 2026, Math will go from 17% to 19% P/D for All students on KSA.

Strategy:

[KCWP-2](#)

Activities:

Enhancing PLC's around the Dufour model will help to increase proficiency. We will incorporate all four critical questions around the Dufour model. We will spend intentional time learning about internalizing lessons, and looking at data to drive instruction and focus groups on grade level standards.

Progress Monitoring:

Progress Monitoring will come from formative assessments (student work) on grade level standards to PLCs. This will show if students are moving in the right direction towards proficiency on grade level standards.

Progress monitoring will also happen by district assessments that are given three times a year such as Iready.

Funding:

SIF Funds