

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):

GAP Goal

By May of 2029, EL (ML) students scoring a 4 or higher on ACCESS will increase in proficient and distinguished scores on KSA from 7% to 50% in reading.

By May of 2029, EL (ML) students scoring a 4 or higher on ACCESS will increase in proficient and distinguished scores on KSA from 3% to 44% in math.

GAP objective:

By May 2027 EL/ML students scoring a 4 or higher on ACCESS in reading will reflect an increase from 7% to 23% proficient/distinguished on KSA.

By May 2027 EL/ML students scoring a 4 or higher on ACCESS in math will reflect an increase from 3% to 17% proficient/distinguished on KSA.

Strategy:

ELD teachers, content teachers, and intervention teachers will strategically plan to meet the needs of the EL/ML students at Blake.

KCWP: 2

1. What systems of collaboration are in place in order to meet the Tier I educational needs of all students?
2. What processes for analyzing student achievement data are used to measure the effectiveness of instructional resources and programs?

KCWP 4:

3. How do teachers use a variety of sources (e.g., formative, summative, interim, behavior, attendance) to ensure a balanced approach to data analysis?
4. What systems are in place to ensure that teachers elicit, interpret and act on student learning results to inform instructional decision making?
5. How does leadership ensure data is used to meet the needs of all students (e.g., movement through the tiers of intervention, grouping/regrouping, teacher and student placement, scheduling)?

EBP: 1

IP #: 1 & 2

Activities:

1. Beginning September 1, 2026, ELD, general education and intervention teachers, will use the updated PLC protocol. This inclusive approach ensures that ML, content, and intervention

educators document student progress and align scaffolds with the student's specific ACCESS level.

2. Weekly: The master schedule will reflect PLC expectations for ELD, general education, and intervention teachers to meet.

Monthly: EL/ML student data will be analyzed by the PLC to determine next steps to ensure the effectiveness of interventions and scaffolds provided during Tier 1 instruction.

Progress Monitoring:

- By August 31, 2026, the EL/ML Lead, AIC, and Principal—with support from district multilingual specialists—will update the PLC protocol. The revised protocol will provide clear guidance on lesson planning, student progress monitoring, and ML-specific scaffolds.
- Monthly: The established protocol will be integrated into the PLC process and updated by educators as appropriate throughout the month. This ensures the instructional team has the necessary data to plan effectively.
- Monthly: The MTSS team (Counselor, Mental Health Practitioner, ECE Implementation Coach, Assistant Principal, Academic Coaches/Resource Teacher, ML Lead) will meet monthly to analyze Tier 2 and 3 student data, sharing actionable insights with the educators supporting EL/ML students to guide instructional adjustments.
- Monthly: ML teachers along with general education teachers, AIC, and principal will analyze student's most current data to make informed instructional decisions that will impact Tier 1 and intervention instruction and will be documented on the PLC agenda.

EBP: 1 PLCs

IP #: 1 & 2

Funding:

320LC SIF Grant:

Funding for teacher after school planning and preparation \$25,000.00

Using the FY27 average salary rate (\$452.41/day)

\$20,592 salary + \$4,408 fringe = \$25,000

$\$20,592 / \$452.41 / 30 \text{ teachers} = 1.5 \text{ days per teacher}^*$

*45.52 total days

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 2029, Blake will increase the percentage of students scoring proficient and distinguished in both reading and math.

- KSA Reading from 11.0% P/D (May 2025) to 54.3%
- KSA Math from 7.0% P/D (May 2025) to 48.3%

Objective(s):

Reading Objective

By May 2027 student KSA scores in reading will reflect an increase from 11% to 25.4% proficient/distinguished.

Math Objective

By May 2027 student KSA scores in math will reflect an increase from 7% to 21% proficient/distinguished.

Strategy:

KCWP: 2

By addressing these questions from KCWP 2, Blake's Tier 1 instruction will improve, leading to a substantial impact on student learning and progress toward state standards.

1. What processes are in place to ensure Tier I instruction meets the intent of the state standards?
2. What is the protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation?
3. What systems of collaboration are in place in order to meet the Tier I educational needs of all students?

EBP: 2 & 3

IP #: 1 & 2

KCWP: 4

By addressing the KCWP 4 questions, we will strengthen teacher efficacy through professional development that leverages walkthrough data, HQIR Learning Walks, and student achievement metrics to enhance overall instruction.

1. How do teachers use a variety of sources (e.g., formative, summative, interim, behavior, attendance) to ensure a balanced approach to data analysis?
2. How does leadership ensure data is used to meet the needs of all students (e.g., movement through the tiers of intervention, grouping/regrouping, teacher and student placement, scheduling)?

Activities:

Unit/Module internalization:

1. Four three-hour sittings over four sessions
2. Section/Unit during individual settings to deep dive during 1 hour PLC sessions after unit/module internalization scheduled throughout the school year.

Skills block/Science of Reading:

3. Dedicated time for learning how to teach, implement early literacy instruction and utilize data from the hour of skills/all block to inform instructional moves with the EL coach 14 days during the 2026-2027 school year.
4. Instructional Leadership Team (ILT) will be provided coaching to build their capacity on providing teachers with support around skills/all block on two days during the week of April 27-30, 2026, May 27, 2026, and May 28, 2026, May 29, 2026.
*In addition, the EL consultant will conduct school-wide walkthroughs by May 15, 2026, with the ILT.

Progress Monitoring:

Unit/Module internalization:

1. Four three-hour sittings over four sessions
2. Section/Unit during individual settings to deep dive during 1 hour PLC sessions after unit/module internalization scheduled throughout the school year.

Skills block/Science of Reading:

3. Dedicated time for learning how to teach, implement early literacy instruction and utilize data from the hour of skills/all block to inform instructional moves with the literacy coach 8 days during the 2026-2027 school year.
4. Instructional Leadership Team (ILT) will be provided coaching to build their capacity on providing teachers with support around skills/all block on two days during the week of April 27-30, 2026, May 27, 2026, and May 28, 2026, May 29, 2026.
*In addition, the EL consultant will conduct school-wide walkthroughs by May 15, 2026, with the ILT.

PLC/Collaboration/Planning & Preparation

5. Eight times during the 2026-2027 school year: Planning and preparation sessions for grade-level teachers' skills/all blocks during PLC with the AIC as the lead coach.
6. Five visits from July 27-31, 2026: A Solution Tree consultant will provide on-site coaching and feedback supporting stronger PLCs as well as teacher coaching support for Blake's instructional leadership team to improve their coaching and feedback skills.
7. Eight times during the 2026-2027 school year: A literacy consultant will provide professional development to enhance skills/all block to support teacher implementation, data analysis, and instructional moves through classroom observations and PLC coaching.
8. Fourteen visits over the 2026-2027 school year a consultant from Solution Tree will visit 2 days each month over seven months to observe classrooms, coach PLCs, and provide professional development to the instructional leadership team around teacher feedback and coaching.

Funding:

320MC SIF Grant:

EL Coach \$20,000.00 throughout the year over 6 support days; 5 in person and 1 virtual planning
School Kit Coach \$24,150.00 for 6 days of onsite coaching with teachers

320MC SIF Grant:

Central Creativity 9 days to cover each grade level 4 times to internalize.
\$41,067.00

320LC SIF Grant:

Literacy Consultant days: one day in person visits over 8 months to provide skills/all block coaching and feedback to teachers Aug, Sept, Oct, Nov, Jan, Feb, March, April of the 2026-2027 school year at \$5,000.00 per day for a total of \$40,000.00.

320LC SIF Grant:

Solution Tree Consultant 14 days onsite coaching with one day observing and coaching instructional leadership and one day in PLCs at \$7,100.00 per day for a total of \$99,400.00.

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	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
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: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.