

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.

Improvement Priority 2

Develop, implement, and monitor a process for the design and delivery of evidence-based instructional practices, including differentiation and student engagement strategies, to meet the needs of all students and build professional capacity.

Instruction is characterized by high expectations and learner-centered practices. (Cognia Standard 21)

Objective(s):

Reading: Powell County Middle School will reduce the percentage of students with disabilities with accommodations performing at the Novice Level in reading on the Kentucky Summative Assessment from 74% to 64% by the end of the 2027 school year.

Math: Powell County Middle School will reduce the percentage of students with disabilities with accommodations performing at the Novice Level in reading on the Kentucky Summative Assessment from 59% to 49% by the end of the 2027 school year.

Strategy:

KCWP 2: Design and Deliver Instruction

The school will strengthen its Tier 1 instructional system to ensure consistent implementation of standards-aligned, high-quality instruction across all classrooms. This will be accomplished through the establishment of clear instructional non-negotiables, consistent use of high-quality instructional resources (HQIRs), and structured processes for lesson and unit internalization. These efforts will ensure that all students, particularly those performing at the Novice level, have access to grade-level assignments, strong instruction, and appropriate scaffolding within Tier 1 instruction.

Activities:

1. Develop and implement a process for lesson and unit internalization using the HQIRs to ensure alignment to grade-level standards and consistent instructional delivery across classrooms. (EBP 1)
2. Establish and communicate instructional non-negotiables (i.e., HQIR implementation with fidelity, clear learning intentions, success criteria, and access to grade-level tasks) aligned to the Powell County Learner Profile. (EBP 1)
3. Refine and implement a walkthrough protocol aligned to instructional non-negotiables to monitor the level of rigor, alignment to standards, and student engagement in grade-level learning. Use walkthrough data to provide timely, actionable feedback to teachers (EBP 1)
4. Implement PLC structures focused on collaborative unpacking of standards and lesson internalization to ensure consistent understanding of grade-level expectations and alignment of instructional delivery. (EBP 1)
5. Provide ongoing professional learning with a focused plan for:
 - HQIRs and instructional expectations
 - High-yield instructional practices such as grade-level scaffolding and differentiation
 - Embedded coaching and support in collaboration with CKEC partners and instructional coaches

- Increased student discourse, engagement and productive struggle

Progress Monitoring:

- During weekly administrative team meetings and biweekly Turnaround team meetings, school leaders will analyze system data to guide decision-making. The standing agenda will include the following systems to monitor:
 - Lesson and Unit Internalization Documents (activities 1, 4)
 - Weekly Walkthrough Data (activities 2, 3, 4)
 - KDE PLC Observation Tool (activity 4)
 - Student work analysis aligned to grade-level expectations (activity 4)
 - Resource Inequities Data (activity 2, 5)
 - Professional Learning (activity 5)
- Weekly classroom observations by administrative team/instructional coaches (activities 2, 3, 5)
 - Observation schedule (activity 3)
 - Non-negotiable look fors (walkthrough monitoring tool) (activity 2)
 - Feedback and Coaching (activity 3)

Funding:

These funding sources support implementation of instructional non-negotiables, HQIR internalization processes, PLC collaboration structures, and leadership monitoring systems outlined in the CSIP strategies.

- Title 1
 - Salaries and fringe for classroom teachers and instructional coaches (\$102,595)
- School Improvement Funds
 - Educational Consultants to provide training and embedded professional learning to support HQIRs (\$10,000)
 - Extra Service for classroom teachers to work collaboratively on lesson and unit internalization. (\$5,000)
 - Registration and Travel expenses for professional learning (\$10,000)

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.

Improvement Priority 1

Refine, implement and monitor the established PLC process to ensure it guides instructional conversations around curriculum, assessment and instructional expectations aligned with the Kentucky Academic Standards (KAS).

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs. (Cognia Standard 7)

Three- to Five-Year Goal:

Reading: Powell County Middle School will increase the percentage of students scoring Proficient/Distinguished in reading by the 2029 Kentucky Summative Assessment from 27% to 50%.

Math: Powell County Middle School will increase the percentage of students scoring Proficient/Distinguished in math by the 2029 Kentucky Summative Assessment from 21% to 45%.

Objective(s):

Reading: Powell County Middle School will increase the percentage of students scoring Proficient/Distinguished in reading on the 2027 Kentucky Summative Assessment from 27% to 34.6%.

Math: Powell County Middle School will increase the percentage of students scoring Proficient/Distinguished in math on the 2027 Kentucky Summative Assessment from 21% to 29%.

Strategy:

KCWP 4: Review, Analyze & Apply Data Results

The school will implement a structured system for monitoring instructional effectiveness and student learning through evidence-based Professional Learning Community (PLC) practices and leadership-level continuous improvement cycles grounded in improvement science. The turnaround team will establish a consistent monitoring process that includes analysis of formative assessment data, student work, benchmark assessments, and walkthrough evidence to guide instructional adjustments and improve reading and mathematics outcomes. This monitoring structure ensures instructional adjustments are responsive to patterns contributing to the school's CSI identification, particularly the high percentage of students performing at the Novice level in reading and mathematics.

Activities:

1. Refine and implement a structured Professional Learning Community (PLC) inquiry cycle aligned with the DuFour framework, using formative assessment data and analysis of student work (EBP 3) to:
 - Guide instructional decisions
 - Ensure instruction reflects the level of rigor students are expected to meet
 - Identify barriers and root causes of learning gaps
 - Maintain clear and consistent proficiency expectations
2. Establish a leadership monitoring structure that uses Plan-Do-Study-Act (PDSA) cycles within the turnaround team to review implementation evidence, analyze student performance trends, and determine next instructional actions (EBP 2).
 - Use turnaround team (or admin) meetings as the central monitoring hub to review implementation evidence from PLCs, walkthrough trends, and assessment data in order to determine adjustments to instructional supports and professional learning.
3. Provide systems training for the turnaround team on a systems approach to continuous improvement, including:
 - Foundations in improvement science using Jim Shipley and Associates (JSA) School Level Systems Approach training (EBP 2)
 - Use of Plan-Do-Study-Act cycles (EBP 2)

Progress Monitoring:

- During weekly administrative and bi-weekly turnaround meetings, school leaders will monitor and analyze system data to guide decision-making for continuous improvement. Standing agenda items will include the following systems to monitor:
 - Lesson and Unit Internalization Documents (activity 1)
 - Weekly Walkthrough Data (activity 1,2)
 - PLC - data protocols and presentations (activity 1)
 - KDE PLC Observation Tool (activity 1)
 - Monthly MTSS meetings (activity 1)
 - Biweekly data PLC (activity 1)
 - Attendance pattern reviews of targeted students scoring Novice (activity 2)
 - Jim Shipley and Associates (JSA) school-level Systems Checks (activity 3)

Funding:

These funding sources support implementation of instructional non-negotiables, HQIR internalization processes, PLC collaboration structures, and leadership monitoring systems outlined in the CSIP strategies.

- Title 1 - Salaries and fringe for classroom teachers and instructional coaches (\$102,595)
- Title II- Professional learning and coaching opportunities for staff through educational consultants (\$6,000)
- General Fund- Universal Screener (\$2,500)
- School Improvement Funds will be used to support:
 - Professional learning opportunities for staff (\$5,000)
 - Resources that support the planning and implementation of intervention (\$10,000)
 - PLCs-extra service stipends for PLC leads, professional learning (\$5,000)
 - Coaching system-professional learning (\$3,000)

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	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No