

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):

To increase the overall proficiency for students with disabilities. We want to increase our proficient and distinguished percentages in the area of reading and math to 45% in 2026.

To decrease the novice scores by 10% for students with disabilities for 2025- 2026 school year.

Strategy:

KCWP 2: Design and Deliver Instruction- Develop systems of collaboration in order to meet the Tier I educational needs of all students.

KCWP 4: Review, Analyze and Apply Data Results- Develop systems to ensure that teachers elicit, interpret and act on student learning results to inform instructional decision making.

KCWP 4: Review, Analyze and Apply Data Results- systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.

Activities:

Hold trimester co-teaching collaboration meetings between gen-ed and special ed to review shared students, plan supports, and align on expectations.

Incorporation of more small groups and differentiation strategies in reading.

Professional development for teachers on how to bridge the gap for students with severe disabilities to help better access core instruction.

Progress Monitoring:

PLC agendas/notes include evidence of strategies utilized and discussed

PLC agendas/notes of data meetings.

Calendar of meeting scheduled

Funding:

To ensure quality PD and resources it will be \$7500.

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:

The 3-5 year goal is to be at 78% proficient and distinguished.

Objective(s):

Our current proficiency in both math and reading is 69% proficient and distinguished. Our objective is to increase this 69% to 72% in the 25-26 school year.

Strategy:

KCWP 2: Teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement.

KCWP 3: Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets.

Activities:

Grade-level PLCs create and follow a unified assessment map aligned to the curriculum map, ensuring time for reteaching and responsive cycles.

Learn and implement end of unit protocols with PLCs and leadership to analyze data, identify gaps, and plan responsive instruction.

PLCs will collaborate to determine effective methods for administering assessments with fidelity and validity, while thoughtfully considering students' individual abilities and ensuring that all testing practices support accurate measurement of learning.

Staff will participate in professional development on engagement and motivational strategies/lessons (EX Kagan/Building Thinking Classrooms).

Progress Monitoring:

Data Wall/Dashboard: Track growth in iReady, unit assessments, and common assessments over time.

Walkthrough Tool for Engagement: Record frequency of engagement during instruction.

Funding:

To fund resources and professional development to support this goal it is estimated that it will be \$2500.

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)	No
Graduation Rate (high schools and districts only)	No

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:

The 3-5 year goal is to be at 75% proficient and distinguished in writing.

Objective(s):

Our current proficiency in combined writing is 62% proficient and distinguished. Our objective is to increase this 69% in the 25-26 school year.

Strategy:

KCWP 1: Design and Deploy Standards- Process is in place for selecting high quality instructional resources (HQIRs) that align to standards.

KCWP 2: Design and Deliver Instruction develop systems of collaboration in order to meet the Tier I educational needs of all students.

Activities:

PLCs will continue to analyze the HQIR writing materials and address gaps for students who did not receive prior instruction or have not had the opportunity to learn the necessary skills.

Teachers will read the book Writing Revolution and study the principles.

Teachers will attend PD around the Writing Revolution.

We will build a guiding coalition of teacher leaders to help guide staff through this work.

Provide resources from the Writing Revolution to parents.

Progress Monitoring:

Instructional faculty meetings centered around the Writing Revolution.

Funding:

No funding is needed at this time.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

The three to five year goal is to increase our School Climate and Safety score to 85.

Objective(s):

Our current Climate and Safety score is 78.4. The goal is to increase this to 79.5 in the 25-26 school year.

Strategy:

KCWP 6: Establish Learning Environment and Culture- Structures to promote opportunities for social emotional learning and help students develop an understanding of purposeful expectations and procedures as part of a comprehensive system of support.

Activities:

Implement regular student check-ins focused on safety, belonging, and respect, and develop clear follow-up steps when patterns of hurtful behavior occur.

Provide feedback from student surveys to grade-level teams and adjust structures or routines as needed.

Continue to increase staff knowledge on Purposeful People and integrate lessons during Cub Mentor time.

Continue to refine our knowledge and implementation of “Buddy’s Slice of Advice”.

Progress Monitoring:

Student Climate Surveys (3x/year): Track growth in “I feel safe,” “I feel respected,” “I belong,” “Students in our school are nice”.

Behavior Data Review: Monitor repeat incidents of hurtful language or disrespect and trends by grade.

Survey teachers on their efficacy on delivering SEL lessons from Purposeful People.

Funding:

No funding is needed at this time.