

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):

Reading & Math (African American students):

Increase combined Reading & Math indicator score for African American students from **35.3** to **43.0** (+7.7 points) and reduce **Novice** rates (currently 40% Reading, 55% Math) by **10 percentage points**.

Reading & Math (Economically Disadvantaged students):

Increase combined Reading & Math indicator score for ED students from **42.6** to **48.0** (+5.4 points) and reduce Novice rates (41% Reading, 45% Math) by **8 points**.

Science/Social Studies/Writing (African American students):

Increase combined indicator score from **27.3** to **35.0** (+7.7 points) and reduce Novice (43% Science, 55% SS, 52% Writing) by **10 points**.

Students with Disabilities (IEP):

Increase Reading & Math indicator score from **29.2** to **35.0** (+5.8 points) and Science/SS/Writing from **21.1** to **28.0** (+6.9 points). Reduce Novice rates (60% Reading, 60% Math, 57% Science) by **10 points**.

Strategy:

- **Tiered MTSS interventions** for gap groups using iReady diagnostics and targeted small-group instruction.
- **Evidence-based literacy and math practices** (close reading, vocabulary, writing to learn; Explicit instruction with worked examples, interleaved practice for mixed problem types, number talks for rational and proportional reasoning, visual representations).
- **Equity-focused PD** for staff on culturally responsive teaching and restorative practices to address discipline disproportionality.
- **Family engagement and FRYSC supports** to reduce barriers impacting ED and IEP students.

Activities:

- Weekly Tier II/Tier III sessions for AA, ED, and IEP students based on iReady placement.
- PLC data cycles every 4–6 weeks to monitor subgroup progress on KSA-aligned assessments.
- Writing mini-units across content areas to improve SS/Writing scores.
- PBIS fidelity checks and restorative circles to reduce discipline disparities.

Progress Monitoring:

- Quarterly reviews of iReady growth and KSA-aligned common assessments by subgroup.
- Monthly disproportionality reports for referrals/suspensions.

■ Climate survey pulse checks each trimester.

Funding:

■ Title I for intervention resources and family engagement nights. ■ FRYSC and community partnerships for mentoring and mental health supports.

■ District PD funds for equity and instructional training.

Key Data Driving These Targets:

- **Overall Reading & Math:** 51.2 (All students), but AA = 35.3, ED = 42.6, IEP = 29.2.
- **Science/SS/Writing:** 43.4 overall, AA = 27.3, ED = 35.9, IEP = 21.1.
- **Novice rates remain high** for gap groups (e.g., AA Math = 55%, IEP Reading = 60%).
- **Climate & Safety:** 60.2 overall, still low compared to prior years.

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 2026, increase the percentage of students scoring **Proficient/Distinguished** on KSA from **44% to 64% in Reading** and from **39% to 59% in Math**.

*(Note: Current scores have declined—Reading is at 39% **Proficient**, Math at 32% **Proficient**, based on 2025 KSA data. This signals an urgent need for intensified strategies.)*

Objective(s):

Short-Term (2025–2026):

- **Reading:** Increase combined Proficient/Distinguished from **39% to 49%** (+10 points).
- **Math:** Increase combined Proficient/Distinguished from **32% to 42%** (+10 points).
- Reduce **Novice rates** in Reading (currently 33%) and Math (currently 39%) by **10 percentage points**..

Strategy:

- **Intensify Tiered Interventions:** Expand MTSS supports for students 1–3+ grade levels below using iReady diagnostics and targeted small-group instruction.
- **Strengthen Core Instruction:** Implement high-yield strategies in literacy (Orton-Gillingham routines) and math (explicit problem-solving and conceptual understanding).
- **Data-Driven PLCs:** Use quarterly data cycles to adjust instruction based on iReady, KSA-aligned common assessments, and subgroup performance.
- **Family Engagement:** Host monthly literacy and math nights to equip families with strategies to support learning at home.

Activities:

- Daily intervention blocks for Tier II/Tier III students flagged “Red Rush” or “Yellow Rush.”
- PLC protocols every 4–6 weeks to analyze subgroup data and adjust pacing/reteaching plans.
- Writing across content areas to support literacy growth.
- Attendance incentives through PBIS and FRYSC partnerships to reduce chronic absenteeism.

Progress Monitoring:

- iReady growth reports (Baseline → Midyear → Spring).
- Common assessment proficiency rates by subgroup.
- Monthly ADA and referral reports.
- Climate survey pulse checks each trimester.

Funding:

- Title I for intervention resources and family engagement events.
- School general funds for PBIS incentives and technology supports.
- District PD funds for equity and instructional training.

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:

By 2026, increase Proficient/Distinguished to:

- Science: **43%** (from 23%)
- Social Studies: **63%** (from 43%)
- Writing: **80%** (from 60%)
(Current scores: Science = 35% P/D, Social Studies = 28%, Writing = 26%—Social Studies and Writing declined significantly.)

Objective(s):

- Increase Science P/D from **35% to 43%** (+8 points).
- Increase Social Studies P/D from **28% to 38%** (+10 points).
- Increase Writing P/D from **26% to 36%** (+10 points).
- Reduce Novice rates by **10 points** in all three areas.

Strategy:

- Embed literacy strategies in science and social studies (text-dependent questions, academic vocabulary).
- Implement writing across the curriculum with common rubrics and feedback cycles.
- Use PLCs to analyze content-area data and adjust instruction.

Activities:

- Monthly writing prompts in all core classes.
- Science and SS teachers use Edulastic for common assessments aligned to KSA.
- PD on disciplinary literacy and argument writing.

Progress Monitoring:

- Quarterly checks of Edulastic and writing rubric scores.

- PLC data reviews every 6 weeks.

Funding:

- Title I for instructional resources and PD.

- General funds for assessment tools and incentives.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Three- to Five-Year Goal:

By 2026, increase the QSCS status score from **63.1 (Low)** to **68.0 (High)**.

(Current score: **60.2**, which is below baseline and indicates a decline from prior years.)

Objective(s):

- Increase QSCS score from **60.2 to 64.0** (+3.8 points).
- Improve student survey responses for “I feel safe at school” from **78% to 85%**.
- Reduce discipline disproportionality for African American students by **10 percentage points** (currently 60.6% of referrals).

Strategy:

- Strengthen PBIS implementation and fidelity checks.
- Expand restorative practices and SEL supports to improve climate and reduce behavior incidents.
- Increase family engagement and communication around safety initiatives.

Activities:

- Monthly PBIS celebrations and Trojan Store incentives.
- Restorative circles for conflict resolution and re-entry after major incidents.
- Staff PD on trauma-informed practices and equity in discipline.
- Climate survey pulse checks each trimester to monitor progress.

Progress Monitoring:

- Quarterly QSCS data reviews and discipline disproportionality reports.
- PBIS fidelity checklists and participation rates.
- Student and staff climate survey results compared to baseline.

Funding:

- General funds for PBIS incentives and climate-building activities.
- Title I funds, FRYSC and community partnerships for SEL and mental health supports.
- District PD and Title I funds for equity and restorative practice training.

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.