

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):

Economically disadvantaged students will increase from 37 percent Proficient/Distinguished to 45 percent Proficient/Distinguished in reading and from 28 percent Proficient/Distinguished to 40 percent Proficient/Distinguished in Math on KSA by 2026. Economically disadvantaged students will increase by 10 Proficient/Distinguished percentage points in science, social studies, and combined writing on KSA by 2026.

Strategy:

LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4

RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5

Activities:

Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning. PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.

Progress Monitoring:

Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. Progress monitoring and diagnostic Reading and Math Fall, Winter, and Spring Benchmarks incremental

Funding:

N/A

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 2028 LCMS Students will achieve 70% Proficient/Distinguished in Reading and Mathematics

Objective(s):

In 2026 LCMS Students will increase reading proficiency from 43 to 46 percent Proficient/Distinguished, and math proficiency from 34 to 36 percent Proficient/Distinguished.

Strategy:

Weekly PLC meetings to review benchmark and ongoing assessments to determine student mastery with individual standards (KCWP 1,2,3,4). New MAP benchmarking diagnostic in reading. Second year implementation of new math and reading curriculum. Use of I-Ready diagnostic benchmarking assessments in mathematics. Continued use of Mastery Connect CASE benchmark testing in all tested subjects. Teacher use of Mastery Connect item bank to replicate various DOK levels in assessments for individual standards. RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5

Activities:

Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning. PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.

Progress Monitoring:

Faculty will generate weekly Lead data for review in PLC meetings, assess using CASE reading and math benchmarks, I-Ready Diagnostics, and MAP Growth assessment three times per year. Additionally, the KSA assessment in the spring of 2026 will be used to determine if goals have been met. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.

Funding:

N/A

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	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: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2028 LCMS Quality and Climate Survey will have a blue proficiency rating.

Objective(s):

LCMS will implement CTE experiences to connect student learning with careers within the community.

LCMS will increase the number of activities that encourage social development.

LCMS will increase the number reward incentives for students to recognize accomplishments and achievement.

Strategy:

LCMS will plan and facilitate 15 different CTE trips within the community to explore various local career pathways.

LCMS will facilitate 4 dances throughout the school year

LCMS will facilitate numerous reward trips for Honor Roll, KSA achievement, and high attendance

LCMS will offer after school exploratory experiences for students to extend learning as well as enjoy activities they may not otherwise be exposed to.

LCMS will utilize guidance and FRYSC to implement programs of study and experience such as IAM ministries, Erica’s Lighthouse, Terris Metrics, and other on-line resources to teach students resiliency, coping skills, replacement behaviors and other skills to address situations with peers and adults.

Activities:

CTE experiences utilizing partnerships with area businesses, after school trips to the Livingston Makerspace and the Paducah Innovation Hub, summer activities that include experiences at various venues including zoos, museums, and amusement parks, an on-going flexible group that works to restore Fort Smith, a local civil war fort located on district property, and flexible work groups that work to restore and repair local homes for disadvantaged homeowners. Additionally, Lunchtime, homerooms, study halls, and other times will be utilized to teach lessons from Erica's Lighthouse, Terris Metrics, IAM Ministries, and other opportunities and presentations about social emotional development.

Progress Monitoring:

Periodic student climate surveys and 2026 Quality of School Climate and Safety Survey data to be reviewed by grade level PLCs.

Funding:

N/A

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.