

# 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, Baldridge, 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):

Decrease the percentage of students (Disability) GAP Group scoring Novice in Reading in from 53% to 51% by 2026 as measured by KSA.

### Strategy:

#### **KCWP3: Design and Deliver Assessment Literacy**

Use a variety of evidence (4 primary assessment purposes) to support educational decision making

#### **KCWP 4: Review, Analyze and Apply Data**

Established MTSS/RTI Structure and time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.

### Activities:

#### **KCWP3: Design and Deliver Assessment Literacy**

Teachers will learn how to use all the resources and reports from MAP and Mastery Connect data to plan instruction for differentiation and to monitor growth.

Create formative and summative assessments that are aligned to the KAS standards.

#### **KCWP 4: Review, Analyze and Apply Data**

Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.

### Progress Monitoring:

Data tracking document

**Funding:**

General Funds

Title 1 Funds

## **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, 64.2% of students will score proficient in Reading measured by KSA.**

**By 2028, 60.7% of students will score proficient in Mathematics measured by KSA.**

### **Objective(s):**

Increase the percentage of students (Grades 3-5) scoring proficient or above in Reading from 56% to 60% by May 2026 on KSA.

Increase the percentage of students (Grades 3-5) scoring proficient or above in Math

from 44% to 47% by May 2026 on KSA.

### **Strategy:**

#### **KCWP 2: Design and Deliver Instruction**

Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using standards-based planning, high quality instructional resources, the most appropriate high yield instructional strategies and formative assessment.

#### **KCWP4: Review, Analyze and Apply Data**

Establishing MTSS/RTI Structure and time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.

#### **KCWP 1: Design and Deliver Standards**

Using the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.

#### **KCWP 6: Establishing Learning Culture and Environment**

Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.

### **Activities:**

#### **KCWP 2: Design and Deliver Instruction**

Professional Learning Communities

Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and state

Coaching Cycle - Leadership and Instructional Coach will collaborate to provide coaching, to model lessons, and to provide feedback in order to build teacher capacity in best practices

#### Lesson Plan Feedback

Reading Improvement Plans will be created for all K-4 students who score at the 30%ile or below as measured on MAP Testing

#### **KCWP4: Review, Analyze and Apply Data**

Implement formal (summative, norm referenced testing, and universal screenings) and informal processes (formative assessment, self-assessment, and peer reviews) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

6 Week MTSS Meetings

Established RTI Groups/Time

#### **KCWP 1: Design and Deliver Standards**

Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the Kentucky Academic Standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.

#### **KCWP 6: Establishing Learning Culture and Environment**

Intentionally build upon strong staff-student relationships to strengthen behavior management through the consistent implementation of schoolwide Positive Behavior Interventions and Supports (PBIS). To maximize learning, we developed a master schedule that minimizes transitions and protects instructional time, ensuring students have uninterrupted opportunities to engage in high quality instruction. Equally important, we prioritize a culture of belonging where all students and staff feel valued, supported, and connected.

#### **Progress Monitoring:**

#### **KCWP 2: Design and Deliver Instruction**

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

#### **KCWP4: Review, Analyze and Apply Data**

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

**KCWP 1: Design and Deliver Standards**

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

**KCWP 6: Establishing Learning Culture and Environment**

Data tracking document

Teacher ratings of accomplished or exemplary within Classroom Environment of the Kentucky Teacher Framework

Staff and student surveys; staff and student voice committees

Number of behavior referrals

**Funding:**

General Funds

Title 1 Funds

## 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	Yes
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: State Assessment Results in Science, Social Studies and Writing

#### Three- to Five-Year Goal:

By 2028, 55.0% of students will score proficient in Science measured by KSA.

By 2028, 76.3% of students will score proficient in Social Studies measured by KSA.

By 2028, 60.5% of students will score proficient in Writing measured by KSA.

#### Objective(s):

Increase the percentage of students scoring proficient in Science from 52% to 54% on KSA by 2026.

Increase the percentage of students scoring proficient from 40% to 44% in Social Studies on KSA by 2026.

Increase the percentage of students scoring proficient from 42% to 45% in Combined Writing by 2025 on KSA.

#### Strategy:

##### **KCWP 1: Design and Deploy Standards**

Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.

##### **KCWP 2: Design and Deliver Instruction**

Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using standards-based planning, high quality instructional resources, the most appropriate high yield instructional strategies and formative assessment.

## **KCWP 6: Establishing Learning Culture and Environment**

Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.

### **Activities:**

#### **KCWP 1: Design and Deliver Standards**

Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the Kentucky Academic Standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.

Review and conduct cyclic curriculum reviews/checks within the PLC.

## **KCWP 6: Establishing Learning Culture and Environment**

Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.

PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.

### **Progress Monitoring:**

#### **KCWP 2: Design and Deliver Instruction**

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

#### **KCWP4: Review, Analyze and Apply Data**

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

#### **KCWP 1: Design and Deliver Standards**

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

**KCWP 6: Establishing Learning Culture and Environment**

Data tracking document

Teacher ratings of accomplished or exemplary within Classroom Environment of the Kentucky Teacher Framework

Staff and student surveys; staff and student voice committees

Number of behavior referrals

**Funding:**

General Funds

Title 1 Funds

## **Priority Indicator #2: English Learner Progress**

### **Three- to Five-Year Goal:**

By 2028, 50% of English Language Learners will progress up 1 level on ACCESS.

### **Objective(s):**

10% of English Language Learners will progress up 1 level on ACCESS 2025.

### **Strategy:**

#### **KCWP 5: Design, Align and Deliver Support**

Promote positive, equitable and inclusive learning experiences for all students with ongoing continuous improvement and data-based decision making occurring at all levels to match instruction, intervention, and support to the identified needs of all learners.

### **Activities:**

Professional Learning Communities

Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and state

Follow EL Students' PSP

Services provided by the EL Teacher

### **Progress Monitoring:**

#### **KCWP 2: Design and Deliver Instruction**

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

#### **KCWP4: Review, Analyze and Apply Data**

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

#### **KCWP 1: Design and Deliver Standards**

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

**Funding:**

General Funds

Title 1 Funds

**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.