

# 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):**

Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 60.4% to 58% by May of 2026 as measured by KSA.

### **Strategy:**

KCWP 5: Design, Align, Deliver, Support Processes

### **Activities:**

- See activities listed in the reading/math area.
- Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention as well as IEP implementation and accommodations
- Resource teachers will collaborate with grade level teachers in weekly PLC meetings for scheduling, planning instruction, and support around content and specific needs and have the ability to pull small groups
- Identify / name and claim bubble students and students with disabilities, making sure to be intentional with intervention strategies and goal monitoring
- During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and implementing the accommodations

### **Progress Monitoring:**

- RTI lists and schedules
- Lesson plans
- PLC agendas / calendars
- Bubble student list
- Data tracking wall

- Goal monitoring
- Accommodator list and schedule for scrimmage testing

#### **Funding:**

- General and Title 1

### **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:**

- Pembroke Elementary will increase the percentage of students scoring proficient or better to 62.8% in reading by spring of 2028.
- Pembroke Elementary will increase the percentage of students scoring proficient or better to 62.2% in math by spring of 2028.

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

- Pembroke Elementary will increase the percentage of proficient or above in reading from 47.9% to 53% as measured by KSA by May 2026.
- Pembroke Elementary will increase the percentage of proficient or above in math from 36.1% to 44.3% as measured by KSA by May 2026.

#### **Strategy:**

- 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

#### **Activities:**

##### **Teacher Capacity**

- Create, communicate, and use the KY Framework for Teaching walkthrough instrument with increased admin visibility in classrooms to identify classroom trends and support needs.
- Continue to provide strong models and coaching support to build teacher capacity through district coaches, admin support, and PLC work.

##### **Professional Development**

- Build capacity of teachers from all grade levels and content areas around The New Art and Science of Teaching by Robert Marzano in order to increase student engagement
- Conduct monthly teacher support meetings to reflect on their experiences, address challenges, and continue to develop their skills
- All certified teachers participate in the Professional Learning Institute based on individualized professional growth goals and content needs
- Teachers attend content related PD through district, state, and national offerings such as WKEC, GRREC, and KRA
- Teachers at all grade levels will receive instructional support around the use of their HQIR from HMH and Savvas coaches.

### **PLC / Instruction**

- Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, utilizing the unit and lesson internalization protocols with a focus on standards alignment of the assessment and high quality instructional resources.
- Collaboration with EPIC team around literacy learning walks and internalization protocols for planning, instructional alignment, use of data, and feedback.
- Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).
- Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing
- Continue to implement and monitor an evidence based math program (enVision) in grades K-5 that includes instruction in fluency, problem based learning, visual learning, and differentiated practices and support.
- Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 5<sup>th</sup>)

### **Assessment Design and Data Analysis**

- Teachers at all grade levels will calculate and monitor index scores after assessments
- Students will receive differentiated instruction based on level of need through small group, direct instruction, MTSS, ESS, and certified tutors.
- Regular progress monitoring of student achievement data through data tracking wall, data protocol, progress monitoring, and intentional conversations around student progress towards mastery.

- Implement and monitor Reading Improvement Plans for K-4 students performing below the 30th percentile on our Universal Screener (MAP) and Apprentice or below on KSA (4th grade).

**Progress Monitoring:**

- Instructional walkthrough feedback
- Observation instruments
- Classroom coaching visits
- PLC agendas / calendars
- Lesson plans
- Faculty meeting agendas
- Professional Growth Plans
- Professional development agendas and sign ins
- Teaching support meeting agendas
- Vertical planning agendas
- Schedules of GT enrichment specialists
- Student work samples
- Data tracking documents
- Index calculators
- Reading improvement plans
- MTSS schedules
- Classroom assessments
- Calculators
- ESS schedules

**Funding:**

- General
- Title 1
- ESS
- GT state grant
- KYCL grant

## 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	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:

- Pembroke Elementary will increase the percentage of students scoring proficient or better to 52.9% in science by spring of 2028.
- Pembroke Elementary will increase the percentage of students scoring proficient or better to 59.6% in social studies by spring of 2028.
- Pembroke Elementary will increase the percentage of students scoring proficient or better to 53.6% in writing by spring of 2028.

##### Objective(s):

- Pembroke Elementary will increase the percentage of proficient or above in science from 22% to 30.7% as measured by KSA by May 2026.
- Pembroke Elementary will increase the percentage of proficient or above in social studies from 48.6% to 51.5% as measured by KSA by May 2026.
- Pembroke Elementary will increase the percentage of proficient or above in combined writing from 36.7% to 45.4% as measured by KSA by May 2026.

##### Strategy:

- KCWP1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction

##### Activities:

- See activities listed in the reading/math area.
- In order to help achieve the activities listed, our teachers utilize Amplify Science and TCI (Social Studies) in grades K-5. These high quality instructional resources are engaging to students and meet the rigor of the standards.
- Monitoring of intentional /scheduled daily instruction in all classrooms for science, social studies, and writing.
- Fifth grade writing teacher will participate in professional development and coaching through the district writing support around writing strategies, prompts, and rubrics.

**Progress Monitoring:**

- See progress monitoring in reading and math area.

**Funding:**

- See funding in reading and math area.

## **Priority Indicator #2: Quality of School Climate and Safety**

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

Pembroke Elementary will have an index of 86 or higher by Spring of 2028.

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

By spring of 2026, Pembroke Elementary will increase the index on the KSA student survey from an index of 75 to an index of 80.

### **Strategy:**

KCWP 6: Establish Learning Environment and Culture

### **Activities:**

- Questions will be embedded into our daily morning slides to make sure to review and teach the language in the questions for clarity.
- Create and utilize our student advisory council made up of 4th and 5th graders to give a student voice and get ideas for how we can work towards school improvement
- Guidance counselors and teachers will create social lessons to use with our students around Profile of Graduate competencies
- Monthly practices of safety drills and communication with students and families around school safety policies and plans
- Continue to implement PBIS in classrooms and all common areas and share data in faculty meetings

### **Progress Monitoring:**

- Weekly morning slides
- Student advisory council agendas / notes
- PBIS agendas / data
- Survey data (Studer)
- Safety drills / notes

### **Funding:**

General

## **Priority Indicator #3: English Learner Progress**

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

Each EL student will progress at least 3 levels on the ACCESS assessment by spring of 2028.

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

Each EL student will progress at least 1 level on the ACCESS assessment by May 2026.

### **Strategy:**

KCWP 5: Design, Align, Deliver, Support Processes

**Activities:**

- See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students
- Progress monitoring of 3-5 grade students around EL goals and classroom performance
- Presentation by EL teacher in PLC meetings with strategies for EL students

**Progress Monitoring:**

- See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

**Funding:**

General and Title 1

**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.