

# 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 with disabilities scoring at the novice level in reading from 41% to 20% and in math from 38% to 20% by May 2026 as measured by KSA.

#### Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

#### Activities:

1. **PLCs:** A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.
2. **Data Analysis:** Classroom assessment data will be reviewed during each PLC cycle. Teachers will name and claim students in order to plan instruction to meet the needs of students.
3. **MTSS Plan:** Intentional scheduling of interventionists in each grade level to meet the reading and math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.

#### Progress Monitoring:

1. **PLCs:** Review and monitor PLC products and teacher data tracking forms.
2. **Data Analysis:** Classroom Assessment Data
3. **MTSS Plan:** RTI data will be reviewed and monitored during the PLC process.

#### Funding:

Title I and General Fund

## 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:**

Increase the percentage of students scoring proficient or above in reading from 55% to 67.8% and math from 55% to 69.9% by May 2028.

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

Increase the percentage of students scoring proficient or above in reading from 55% to 59.3% by 2026.

Increase the percentage of students scoring proficient or above in math from 55% to 60% by 2026.

### **Strategy:**

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

### **Activities:**

#### **Reading:**

1. **Literacy Curriculum:** Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.
2. **PLCs:** A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.
3. **Individualized Reading Improvement Plans:** Students scoring at or below the 30%ile on MAP reading assessment will have an individualized reading plan developed and monitored to address their needs.
4. **MTSS Plan:** Intentional scheduling of the interventionist in each grade level to meet the reading needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.
5. **Tutoring Sessions:** Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.

#### **Math:**

1. **Math Curriculum:** Begin to implement enVision which is a comprehensive evidenced based math program that includes instruction in all areas of math.
2. **PLCs:** A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.

3. **MTSS Plan:** Intentional scheduling of the interventionist in each grade level to meet the math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.
4. **Tutoring Sessions:** Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.

**Progress Monitoring:**

Universal Screener (MAP)-3x a year in K-2

MAP Reading Fluency-Administered to students scoring below 30%ile in MAP three times a year

Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly

Growth Measure Assessment-3x a year

Weekly and Module Assessments

Benchmark Assessments (Mastery Connect)-2x a year in grades 3-6

Kentucky Summative Assessments

District Instructional Reviews

Monitoring of Reading Improvement Plans

**Funding:**

General Fund, Title 1 & ESS 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	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	NA
Graduation Rate (high schools and districts only)	NA

## 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

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

Increase the combined percentage of students scoring proficient or above in science from 44% to 54.2% by 2028.

#### Objective(s):

Increase the percentage of students scoring proficient or above in science from 44% to 47% by 2026.

#### Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

#### Activities:

**Science:** Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-5 Science Literacy meetings with demonstration lessons. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.

**K-5 Science Instruction:** Ensure science instruction across all grade levels that matches the standards.

#### Progress Monitoring:

Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

**Funding:**

General Fund

## **Priority Indicator #2: State Assessment Results in Social Studies**

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

Increase the combined percentage of students scoring proficient or above in social studies from 39% to 78.5% by 2028.

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

Increase the percentage of students scoring proficient or above in social studies from 39% to 52% by 2026.

### **Strategy:**

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

### **Activities:**

**Social Studies:** Social studies teachers will engage in work to understand the depth of social studies standards through KDE-provided modules to include deconstruction, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.

**K-5 Social Studies Instruction:** Ensure social studies instruction across all grade levels that matches the standards. Implementation of TCI Social Studies curriculum across all grade levels.

### **Progress Monitoring:**

Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

### **Funding:**

General Fund

## **Priority Indicator #3: State Assessment Results in Writing**

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

Increase the combined percentage of students scoring proficient or above in writing from 37% to 58.3% by 2028.

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

Increase the percentage of students scoring proficient or above in writing from 47% to 54% by 2026.

### **Strategy:**

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

**Activities:**

Writing Coach: Utilize writing coach to build teacher capacity around the writing standards through modeling instruction and conferencing practices with students.

**Progress Monitoring:**

Student writing products

Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

**Funding:**

District General Fund