

# 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):**

For the 2025-26 school year, our teachers will work to increase their Tier I instruction and better identify students for fluency building.

### **Strategy:**

KCWP 2: Design and deliver instruction: Addressing the process will ensure that students receive best practice instruction.

### **Activities:**

Teachers will participate in weekly PLC meetings where we discuss student data and actively arrange students by their needs in the classroom for fluency time.

Teachers will work for 45 minutes a day with students on specific skills that they are lacking will teaching their content class on grade level.

### **Progress Monitoring:**

Common district assessment and diagnostic screeners.

### **Funding:**

\$0

## **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:**

As a district, the reading goal is to increase from 58% to 65% proficiency.

As a district, the math goal is to increase from 54% to 59%.

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

For reading, 3<sup>rd</sup> grade will go from 39%-45%, 4<sup>th</sup> grade will go from 32%-40%, 5<sup>th</sup> grade will go from 40-45%, and 6<sup>th</sup> grade will score 45%.

For math, 3<sup>rd</sup> grade will go from 22%-35%, 4<sup>th</sup> grade will go from 16%-30%, 5<sup>th</sup> grade will go from 45%-50%, and 6<sup>th</sup> grade will score 45%.

### **Strategy:**

KCWP 2: Design and deliver instruction: Addressing the process will ensure that students receive best practice instruction.

KCWP 4: Review, Analyze, and Apply Data: Communicate and implement sustainable system of reviewing, analyzing, and applying data results.

### **Activities:**

Students in grades 3-6 will have departmentalized instruction with each teacher responsible for specific content and standards.

Highly qualified teachers in grades K-6 will meet in vertical teams to revise priority standards.

ELA and Math cohort meetings will occur monthly, allowing teachers to discuss pacing, alignment, and new ideas.

Teachers are divided into teams and will meet weekly to discuss data with the principal and target student groups for fluency needs.

### **Progress Monitoring:**

Common district assessment and diagnostic screeners.

### **Funding:**

KYCL Grant (Literacy)

## 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 2028, 70% of all students will be proficient in social studies, science, and writing.

##### Objective(s):

By 2026, 50% of 4<sup>th</sup> grade students will be proficient in science.

By 2026, 40% of 5<sup>th</sup> grade students will be proficient in social studies.

By 2026, 45% of 5<sup>th</sup> grade students will be proficient in overall writing.

##### Strategy:

KCWP 2: Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction.

KCWP 4: Review, Analyze, and Apply Data: Communicate and implement sustainable system of reviewing, analyzing, and applying data results.

##### Activities:

Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. Teachers will also actively monitor growth/regression of all student data with definitive guidelines for assisting in Tier I, Tier II, and Tier III services.

Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards.

District-wide on-demand writing scrimmage.

Highly qualified teachers will be responsible for Tier I instruction. Those teachers will participate in Cohort Meetings at the district level.

Implementation of rigorous curriculum across the district with training available for teachers.

**Progress Monitoring:**

Common district assessments and screening and diagnostic assessments data.

**Funding:**

\$0

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

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

By 2028, North Livingston Elementary will receive and maintain an indicator score of “very high”.

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

By 2025, North Livingston Elementary will receive an indicator score of “very high”.

### **Strategy:**

KCWP 6: Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students.

### **Activities:**

Through PLC’s teachers will review data and criteria associated with the scoring for the Accountability Indicator and Overall Cut Scores table.

Counselors develop small group instruction to target student needs and allow growth socially and emotionally.

Alignment of policies and procedures with student handbook and ensuring the implementation of those in classrooms, maintaining structured disciplinary actions.

Facilitating student discussion on appropriate student behaviors, focusing on school improvement.

### **Progress Monitoring:**

Student survey

Behavior intervention data.

### **Funding:**

\$100