

# 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.** <sup>1</sup>

## 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. 2

## 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 1:

Decrease the number of students with disabilities scoring at the novice level in **reading** from the current baseline of 51.2% to a target of 40% on the spring 2026 KSA.

### Strategy:

KCWP 1: Design and Deploy Standards

#### KCWP 2: Design and Deliver Instruction

- Activities:
  - Develop and implement effective co-teaching strategies in the general education classrooms
  - Utilize the HQIR (Into Reading-HMH) with fidelity
  - Implement direct instruction by all teachers
  - PLC's (PDSA)
  - Regular progress monitoring of student achievement
  - Consistent accommodations and modifications
  - Increase communication and involvement with parents in regards to student expectations and their role as a vital partner
- Progress Monitoring:
  - Develop and implement effective co-teaching strategies in the general education classrooms
    - Observation data

- Student engagement data
- Utilize the HQIR (Into Reading-HMH) with fidelity
  - Lesson plan review
  - Walkthrough data
- Implement direct instruction by all teachers
  - Instructional rounds/walkthroughs
  - Teacher artifacts
- PLC's (PDSA)
  - Meeting agendas
- Regular progress monitoring of student achievement
  - Data wall (housed in our PLC room)
  - Gap closure data
- Consistent accommodations and modifications
  - IEP/504 Audits
  - Classroom walkthrough checklist
- Increase communication and involvement with parents in regards to student expectations and their role as a vital partner
  - Communication log
  - Parent Engagement events attendance - track attendance
  - Parent Survey Data
- Funding:
  - General Fund
  - SBDM
  - Title 1

### KCWP 3: Design and Deliver Assessment Literacy

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

- Activities:
  - Deep dive into student data
    - Disaggregate the novice score data
      - Subgroup analysis
      - Skill-specific analysis
    - Review instructional context data
      - Intervention fidelity
      - IEP goal progress
  - Collaborative Data Meetings
    - Root cause analysis
    - PLCs
    - Gap identification
  - Instructional adjustments
    - Targeted differentiation/intervention
      - Adapt instruction
      - Adjust groupings/group sizes
- Progress Monitoring:
  - PLC agenda
  - Student data tracker
  - MAP Data
  - Mastery Connect Data
  - Common Assessments

- Instructional Rounds Feedback
- Teacher Coaching Model Data
- Funding:
  - General Fund
  - SBDM
  - Title 1

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

- Activities:
  - Tiered Support Structure/MTSS/RTI
  - Implementation of UFLI Foundations with fidelity
  - Curriculum-Instruction Alignment
  - Direct Instruction
- Progress Monitoring:
  - PLCs
  - MTSS/RTI meetings
- Funding:
  - General Fund
  - SBDM
  - Title 1

### **Objective 2:**

Decrease the number of students with disabilities scoring at the novice level in **math** from the current baseline of 80.5% to a target of 60% on the spring 2026 KSA.

### **Strategy:**

KCWP 1: Design and Deploy Standards

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

- Activities:
  - Develop and implement effective co-teaching strategies in the general education classrooms
  - Utilize the HQIR (Envision) with fidelity
    - Continue to provide and monitor professional development for Envision
  - Implement direct instruction by all teachers
  - PLC's (PDSA)
  - Regular progress monitoring of student achievement
  - Consistent accommodations and modifications
  - Increase communication and involvement with parents with parents in regards to student expectations and their role as a vital partner
- Progress Monitoring:
  - Develop and implement effective co-teaching strategies in the general education classrooms
    - Observation data
    - Student engagement data
  - Utilize the HQIR (Envision) with fidelity
    - Lesson plan review
    - Walkthrough data
  - Implement direct instruction by all teachers
    - Instructional rounds/walkthroughs
    - Teacher artifacts

- PLC's (PDSA)
  - Meeting agendas
- Regular progress monitoring of student achievement
  - Data wall (housed in our PLC room)
  - Gap closure data
- Consistent accommodations and modifications
  - IEP/504 Audits
  - Classroom walkthrough checklist
- Increase communication and involvement with parents with parents in regards to student expectations and their role as a vital partner
  - Communication log
  - Parent Engagement events attendance - track attendance
  - Parent Survey Data
- Funding:
  - General Fund
  - SBDM
  - Title 1

### KCWP 3: Design and Deliver Assessment Literacy

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

- Activities:
  - Deep dive into student data
    - Disaggregate the novice score data
      - Subgroup analysis
      - Skill-specific analysis
    - Review instructional context data
      - Intervention fidelity
      - IEP goal progress
  - Collaborative Data Meetings
    - Root cause analysis
    - PLCs
    - Gap identification
  - Instructional adjustments
    - Targeted differentiation/intervention
      - Adapt instruction
      - Adjust groupings/group sizes
- Progress Monitoring:
  - PLC agenda
  - Student data tracker
  - MAP Data
  - Mastery Connect Data
  - Common Assessments
  - Instructional Rounds Feedback
  - Teacher Coaching Model Data
- Funding:
  - General Fund
  - SBDM
  - Title 1

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

- Activities:
  - Tiered Support Structure/MTSS/RTI
  - Implementation of RIT Band Progressions with fidelity
  - Curriculum-Instruction Alignment
  - Direct Instruction
- Progress Monitoring:
  - PLCs
  - MTSS/RTI meetings
- Funding:
  - General Fund
  - SBDM
  - 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:

- **By spring 2028, Freedom Elementary will increase the reading and math state current year status from 48.5 (2024-2025 reading and math status) to 53.5 as determined by Kentucky Standards Assessment.**
- **Freedom Elementary will increase the number of students scoring proficient or above in reading from 28.9% to 40% by Spring 2028 as determined by Kentucky Standards Assessment.**
- **Freedom Elementary will decrease the number of students scoring novice in math from 55.4% to 27% by Spring 2028 as determined by Kentucky Standards Assessment.**

### Objective(s):

Freedom Elementary will increase the number of students scoring proficient or above in **reading** from **28.9%** to **31.2%** by Spring 2026 as determined by Kentucky Standards Assessment.

Freedom Elementary will decrease the number of students scoring novice in **math** from **55.4%** to **45%** by Spring 2026 as determined by Kentucky Standards Assessment.

### Strategies:

#### KCWP 2: Design & Deliver Instruction

- Activities:
  - Implementation of Envision (CCPS mandated HQIR) with fidelity
  - Targeted implementation of RTI with students who score below the 30th percentile in math on the MAPs test
  - Teacher Coaching Model
  - Direct Instruction - standards aligned
  - Vocabulary Utilization Plan

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

- Data Analysis
- Determine Root Causes
- Identifying students with the potential for moving to the next level

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

- PLC's (PDSA)
- Lesson Plan Design
- Pacing/Structure
- Instructional Feedback
- Identifying Support Needs

#### **Progress Monitoring:**

- MAP Data/Reports
- Common Assessment Data
- Mastery Connect Data
- Student Data Tracker Data
- Teacher Coaching Model Data
- PLC Agendas and Minutes
- Instructional Rounds Feedback
- Classroom Observations
- RTI Data Reports

#### **Funding:**

- General Fund
- Title I
- SBDM

### **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.

<b>Indicator</b>	<b>Priority Indicator?</b>
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No

Graduation Rate (high schools and districts only)	No
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## Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above. **Priority Indicator #1:** 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 #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.