

Indian Hills Elementary

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):

By May 2026, Indian Hills Elementary will increase the overall Reading and Math index score for students with disabilities from 26.9 to 30 on the Kentucky State Assessment.

Strategy:

Implement targeted instruction and interventions-high quality Tier II/Tier III supports, structured classroom accommodations

Activities:

Provide daily Tier II/Tier reading and math intervention for all identified students with disabilities

Implement co teaching and inclusive instructional practices across all grade levels

Ensure all IEP accommodations are consistently delivered and monitored in the instructional setting

Conduct data meetings (every 6 weeks to review IEP goals, MAP data and intervention support

Weekly Special Education PLC meetings

Progress Monitoring:

MAP Data (3x a year)

Monthly progress monitoring for all students with IEP's

IEP goal progress updates

PLC/Data team minutes

Funding:

TITLE I-Intervention materials and support, progress monitoring, and supplemental instructional materials

General -professional learning and co teaching development

ESS-after school tutoring

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:

Indian Hills will increase the overall combined Reading and Math Index score from 64 to 73 over the next three years. This reflects a consistent 3% increase per year in overall proficiency, ensuring growth in literacy and numeracy for all students.

Objective(s):

By May 2026, Indian Hills Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 50 to 53 overall index score

By May 2026, Indian Hills Elementary will increase the percentage of students scoring proficient/distinguished in Math from 42 to 45 overall index score.

Strategy:

Implement a schoolwide, data informed system of tiered instruction in reading and mathematics that strengthens core classroom instruction, ensures targeted interventions for students performing below proficiency and increase opportunities for enrichment for students performing at and above grade level.

Activities:

Strengthen Tier 1 Instruction

- **Implement HQIR in Reading (Into Reading-3rd year implementation) and Math (Envisions-first year implementation)**
- **Provide ongoing professional learning for staff on evidence based instructional practices (Marzano's and focus on Charlotte Danielson)**
- **PLC's (Vertical and grade level) Unit Internalization Process plus guided planning for teachers who need extra support**

Targeted Interventions (Tier 2 and Tier 3)

- **WIN (What I need) Time for grade K-2 to focus on the foundational skills**
- **Deliver daily small group interventions 3rd-5th based on MAP, KSA, and classroom instruction**
- **Ensure interventionists and classroom teachers collaborate/communicate regularly to align supports for students**

Enrichment and Acceleration (An area we need to improve on)

- **Provide learning opportunities to enrich, challenge and extend the learning for those students who are at or above grade level (Implement during the PLC process)**

Data Driven Decision Making

- Conduct meetings every 6 weeks to analyze progress, identify students in need of intervention or enrichment, and refine instructional plans for the next cycle.

Progress Monitoring:

Analyze MAP data (3 time a year)

Weekly PLC process of instruction

Module/Unit/Mastery Connect Assessments

RTI/Data Meetings (every 6 weeks)

Walkthroughs and Observation Data

Annual review of KSA data

Funding:

TITLE I (intervention materials, staff, family engagement)

ESS (extended learning and tutoring)

General Fund (as needed)

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)	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:

Increase the combined indicator for Science, Social Studies, and Writing from 63.5 (2024-2025) to 75 by the end of the 2028-2029 school year.

Objective(s):

By May 2026, increase the combined Science/Social Studies/Writing indicator from 63.5 to 68.0

Increase proficiency in each content area by 3 percentage points, while reducing novice by at least 3% per year.

Strategy:

Implement a schoolwide aligned instructional system that strengthens Tier I instruction in Science, Social Studies, and Writing through curriculum and pacing alignment, high quality instructional materials, and effective PLC structures.

Activities:

Curriculum Alignment and Pacing

- **Conduct grade level and vertical planning sessions for science, social studies, and writing standards**
- **Ensure pacing includes high quality writing tasks, inquiry practices and assessment checkpoints**

Strengthening Tier 1 Instruction

- **Provide professional learning on high yield instructional strategies (Marzano’s)**
- **Ensure district adopted HQIR’s are being implemented with fidelity**

Common/Model Assessments

- **Using schoolwide data trackers to track progress on each student**
- **PLCs meet weekly to work on pacing, review data, upcoming lessons/assessments and adjust instruction as needed**

Writing Across the Curriculum

- **Work on our school wide writing plan to ensure writing expectations are followed in all grade levels**
- **Work with district writing coach to improve writing in our tested areas**

Student Supports

- **Provide targeted small group instruction and enrichment during MTSS and WIN times**
- **Offer ESS tutoring that focus on our KSA assessment strategies with a focus on our bubble students**

Progress Monitoring:

MAP Data

Formative Assessments

Walkthrough data

Access all data to assess growth towards our goal

Student work analysis

Funding:

TITLE I-Professional learning, intervention tutors, and instructional materials

ESS-After school tutoring

General Fund-Instructional materials and resources

