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 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 spring of 2026, Albany Elementary School will increase the percentage of Students with Disabilities scoring proficient or distinguished in reading from 12% to 17% and in math from (suppressed data) to 15%, as measured by state assessments.

Strategy:
Implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)

Activities:
Our school leadership will continue to monitor and refine the newly implemented assessment protocol, where teachers turn in assessments (formative and summative) at least 2 weeks before they give it to the students (SPED teachers will collaborate with classroom teachers). The admin team meets regularly to discuss the quality (rigor) of assessments and determine if they are aligned to standards. The admin team then discusses the quality of assessments with teachers within weekly PLCs and coaching sessions. Teachers are then able to refine assessments (prior to administering them) based on these conversations.

Progress Monitoring:
School leaders will check assessments weekly to ensure the rigor of assessments as well as alignment with standards and HQIRs.

Weekly PLC protocol is used to monitor implementation of assessments. School leadership will continue to monitor protocols weekly to ensure meaningful conversations are had around reviewing, analyzing, and applying data.

Pear assessment reports will be used to help guide PLCs when viewing assessment data on a weekly basis.

Curriculum Specialist and Principal at each school will discuss assessments and data results in weekly coaching sessions/PLC.

Funding:
Title I Funding

General Fund

Numeracy Grant

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, Albany Elementary School will increase the percentage of students scoring proficient or distinguished in reading from 33% to 53% and in math from 28% to 48%, as measured by state assessments.

Objective(s):
By spring 2026, Albany Elementary School will increase the percentage of students scoring proficient in reading from 33% to 38% and in math from 28% to 33%, as measured by state assessments.

Strategy:
Design and Deliver Instruction – AES will ensure that all students are provided with access to common content and opportunities to learn at high levels through design and delivery of instruction. AES will ensure that teachers are using HQIRs to design lessons and to create assessments through backwards design as they deliver instruction throughout the school year. (KWCP #2)

Activities:
AES will continue to use the shared Google drive for our Deconstruction/Lesson Plan Tool for teachers to ensure that standards, HQIRs and assessments are designed and being delivered at grade level. Teachers are required to update their Deconstruction Tool at least 2 weeks prior to teaching their lessons. School leadership will check Deconstruction Tools weekly either in PLCs or coaching sessions. Administrators will continue to monitor the design and delivery of HQIR content in relation to standards and assessments at the school level throughout the year.

District and school leadership will intentionally monitor instruction by conducting weekly walk-throughs. School leadership will utilize the walk-through data to provide teachers with instructional coaching, feedback, and support (during weekly PLCs and coaching sessions) to ensure standards-based instruction. KIDS FIRST coach will also conduct monthly walkthroughs to offer additional support for our math HQIR throughout the year.

Professional Development was provided by the HQIR vendors prior to the school year for our reading and math HQIRs. Information provided during the initial training is referenced and revisited regularly as appropriate.

Progress Monitoring:
School Administration will monitor deconstruction tools/lesson plans weekly to ensure congruency with Standards and that they are current.

Curriculum Specialist at each school will review Deconstruction Tools/lesson plans during weekly coaching sessions.

Leadership will use the EWALK tool to conduct weekly walk-throughs and analyze data to drive instructional support. EWALK data will be reviewed at monthly Leadership / Principal and CIA meetings. Curriculum Specialist at each school will review EWALK data during weekly coaching sessions. KIDS First Coach will be involved in Coaching and PLC (at least monthly).

Weekly Coaching and PLC documentation will include sign- in sheets and agendas to monitor these activities.

Funding:
General Funds

Title I

Numeracy 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	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

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.