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 spring of 2026, ECC will increase the percentage of kindergarten students with disabilities meeting growth benchmarks in MAP reading by an increase of 5 points and an increase of 5 points in MAP math as measured by NWEA results.

Strategy:
KCWP 3: Deploy and monitor a balanced assessment system in order to ensure that assessments are aligned to standards, assessment data is valid, and teachers are assessment literate.

Activities:
ECC teachers will develop and administer an HQIR screener (MyView, Core Phonics, and Reveal) at the end of each grading period as well as weekly progress monitoring from the HQIR curriculum (MyView and Reveal) to ensure that mastery of standards is being met using the Edulastic program for testing. Teachers (Content and SPED teachers) will disaggregate data by subgroups during weekly PLC meeting. Review of Edulastic data for students with disabilities will assist teachers in identifying gaps and planning for specific instructional needs.

School leadership and teachers will collaborate to ensure that student data is being communicated to parents in a timely manner.

Progress Monitoring:
School administration and teachers will review screeners and progress monitoring data weekly during PLC meetings and data meetings. Data is also entered on the district data board for tracking purposes.

Required parent communication documentation will be present in the Title I Monitoring Checklist.

Funding:
General Fund

Title I

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 of 2030, ECC will increase the percentage of students meeting benchmark on MAP in reading from 17% to 70% and in math from 28% to 65% as measured by NWEA results

Objective(s):
By spring of 2026, ECC will increase the percentage of kindergarten students meeting benchmark in MAP reading from 17% to 50% and in MAP math from 28% to 50% as measured by NWEA results, including MAP and reading fluency screener.

Strategy:
KCWP 2: Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences.

Activities:

1. **Teachers will plan and implement daily lessons and proficiency scales using high-quality instructional resources to ensure student growth and meaningful learning experiences in reading and math. Leadership will provide support through weekly e-walk observations and coaching sessions.**
2. **ECC teachers and parents will collaborate to develop and implement reading plans outlining specially designed instruction and support for students below the 30th percentile based on NWEA MAP Growth diagnostic and NWEA Reading Fluency screener. Reading plans will be updated regularly through progress monitoring as well as after each testing session which is Fall, Winter and Spring.**
3. **Beginning January 2026, ECC teachers and parents will collaborate to develop and implement math plans outlining specially designed instruction and support for students below the 30th percentile based on NWEA MAP Growth diagnostic and Math screener. Math plans will be updated regularly through progress monitoring as well as after each testing session which is Fall, Winter, and Spring.**

Progress Monitoring:

1. **Deconstruction tool/lesson plans are housed in google drive and reviewed quarterly by district and weekly by the school principal.**
2. **District staff and principal will conduct weekly walk-throughs using the e-walk tool. Moreover, the principal will conduct weekly coaching sessions by meeting with each teacher to discuss the findings and provide feedback.**
3. **Monthly review of MTSS data, reading plans and math plans will show an increase in student growth in reading and math.**

4. **Weekly data analysis will show growth during PLC meetings as well as on the district data board.**

Funding:
Title I

General Fund

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: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:

Progress Monitoring:

Funding: General Fund

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
Objective(s):
Strategy:

Activities:

Progress Monitoring:
Funding:

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:
Objective(s):
Strategy:
Activities:
Progress Monitoring:
Funding:

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Objective(s):
Strategy:
Activities:
Progress Monitoring:
Click or tap here to enter text.

Funding: