

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal-building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies, and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

We have significant areas of improvement to target moving forward, specifically in our gap groups. The Kentucky Summative Assessment status score for the subgroup "Disabilities with IEP" increased by 18.5 in Reading and Math. Both in reading and math, the gap of proficiency levels between our White students and our African-American population is still too wide (White P/D=58% in Reading vs. African American P/D=18% in Reading) but 55% of African American students were P/D in Math on the KSA. Two or More Races and EL are other groups to watch because of the wide gap. These gap areas continue to be a challenge we must address.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Next Grade Readiness and PLC work for all grades.
KCWP 4: Review, Analyze, and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Next Grade Readiness and PLC work for all grades that is documented in the team PLC notes and on the SES website. Assessment data, analysis includes but is not limited to STAR, benchmark assessments, summative assessments, progress monitoring, CFA's, etc..

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.8	+3.5
State Assessment Results in science, social studies, and writing	NA	NA
English Learner Progress	NA	NA
Quality of School Climate and Safety	77.9	+8
Postsecondary Readiness (high schools and districts only)	NA	NA

Graduation Rate (high schools and districts only)		NA	NA
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Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives 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.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Simpson Elementary School from 73.0 to 77.3 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Simpson Elementary School from 73.6 to 79 by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Simpson Elementary School by 10% by 2024.	KCWP 4: Review, Analyze, and Apply Data Data Analysis	STAR Analysis During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure the effectiveness of teaching on each Kentucky Academic Standard. Each analysis will end with a plan developed by teachers to differentiate, reteach, and enrich students according to this work.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report	November- Teachers used three data points, including STAR, to determine flex groups designed to provide differentiation--reteach and enrich skills needed to achieve proficient/distinguished work.
Objective 2 Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Simpson Elementary School from 46 to 60 by 2024.		KSA (third grade) and Mastery Connet (second grade and third grade)) Data Analysis Faculty, Staff, and stakeholders analyze comparative and longitudinal data Faculty, staff, stakeholders, students, and parents analyze individual student data and student reports during parent nights and parent-teacher conferences Faculty, stakeholders, and Staff analyze GAP comparative and longitudinal data	Evidence: Parent communication documentation. Student data notebooks SES/LES Parent Night google slides and agenda	In October, teachers analyzed KSA and STAR longitudinal data. Reviewed curriculum maps, and pacing, and collaborated to design instruction for the next 45 days during LCD time. October-Teachers were also given GAP data to reflect on last year's minority academic performance. November we will "name and claim" minority students and be aware of their current academic standing and where they need to go.
				\$2,500 Mastery Connect

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 1: Design and Deploy Standards</u> Strategy: Instruction and Curriculum	Mastery Connect assessments will be given periodically to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich mastery. During the 2nd and 3rd trimesters, our second and third-grade classes will start having additional constructed response practice and KSA-like assessments before the end of the year assessment.	Evidence: *Comparative data to prior years and prior learning checks *Analysis of NAPD	January PLC, teachers will analyze CASE results based on NAPD counts and compare them to last year's scores.	\$2,500 CASE *noted multiple times.
		Align curriculum maps with new curriculum AMPLIFY to the Kentucky Academic Standards for reading, science, social studies, and writing.	Evidence: District and School Curriculum Maps	May 2023- teachers will work to learn the new embedded Sci/SS into the reading core with Amplify. August- teachers will ensure curriculum maps reflect KAS standards accurately. Teachers used KAS to prioritize standards as essential, important, and condensed. Weekly teachers use common formative assessments to monitor progress toward these standards.	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Teachers posting standards-based student-friendly “Success Criteria” in classes and on weekly overviews	Evidence: Success Criteria 1. What are we learning? 2. Why are we learning it? 3. How do I know I’ve got it?	Success criteria are posted on overviews and in classrooms. Walkthrough documents include a look at how teachers inform learning targets to students to increase engagement.	\$0
	KCWP 4: Review, Analyze and Apply Data Strategy: Next Grade Readiness	At each grade level we have identified specific criteria that indicate proficiency. This includes computation (MCOMP) and application (MCAP), STAR SS, Early Numeracy, and writing in math for 3rd grade.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report	*Fastbridge data *MCOMP/MCAP taken twice a month and progress monitored each trimester. *Universal screeners are completed each trimester.	\$0

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Students at Simpson Elementary will increase student performance on writing prompts by 20% as measured by identified Next Grade Level Readiness Benchmarks by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Maintain or increase student performance by 5% on the school writing program scaffolded from 1st grade through 3rd by May 2024	<u>KCWP 3: Design and Deliver Assessment Literacy</u> Strategy: Writing throughout all content areas	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis	Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness.	October teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements. This will be updated again in January.	\$0
		District writing curriculum map, district writing exit criteria for each grade level, district writing policy	Evidence *Vertically aligned writing curriculum map. *Writing policy: clear, common grade level expectations for instruction and assessment of writing.	Teachers are given feedback on the writing assignments and assessments planned for their students.	\$0

Goal 2 (State your science, social studies, and writing goal.): Students at Simpson Elementary will increase student performance on writing prompts by 20% as measured by identified Next Grade Level Readiness Benchmarks by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Focusing on writing throughout all grades with Writing Exit Criteria, development of common writing assessments, math writing learning checks Offer a variety of writing across Curriculum professional development, time to collaborate on writing instruction and data analysis, support in live scoring and double-blind scoring	Evidence *Vertically aligned writing curriculum map. *Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school wide.	November 2023, the CIA's reviewed the district writing policy and it's correlation to AMPLIFY. This criteria directly aligns with our district writing policy. January 2024 -District Writing Policy revised and reviewed by SBDM for changes October 2023 & March 2024 -teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements.	\$0
	<u>KCWP 1: Design and Deploy Standards</u> Strategy: Assessment	Learning Checks / Mastery Connect: Assessments - Learning checks will be given twice a year to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich mastery. During the third semester, our third-grade classes will start having writing scrimmages before the end-of-the-year assessment.	Evidence *Comparative data to prior years and prior learning checks. *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items.	We will utilize Mastery Connect assessments to inform students of summative data schoolwide.	\$2,500 Mastery Connect *referenced multiple times.

Goal 2 (State your science, social studies, and writing goal.): Students at Simpson Elementary will increase student performance on writing prompts by 20% as measured by identified Next Grade Level Readiness Benchmarks by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will develop a writing portfolio that contains three developed pieces according to writing standards: narrative, opinion, and informative which are scored by grade level writing rubric. Students will choose one piece to upload into a digital portfolio from each grade level.	Evidence: Google Writing Folder Writing Template	May	\$0
	Strategy: Instructional Plan	Third-grade students will participate in a short answer writing scrimmage to monitor progress toward consistently scoring a 2 (next grade ready requirement). 1 reading and 1 math writing prompt.	Evidence: Prompts Planning Meeting Teacher Meetings w/Administration	Scheduled in January and March	\$0

3: 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 analyses when conducting their review of their 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 (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined Reading and Math Proficiency KSA scores for Simpson Elementary students in the GAP group by 3% in 2024.	<u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 1: Design and Deploy Standards</u> Strategy: MTSS	Master schedule reflects all students having access and exposure to their core academic grade level for reading and math instruction.	Evidence: Growth in student assessment scores. STAR Aims Web ORF FRY Words Learning Checks Common Assessments	The master schedule is designed to maximize learning opportunities for all students at SES. The SBDM votes on the schedule each spring after team leaders have been consulted on the master schedule and the needs of our students.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Typically, every 6 weeks, students scoring consistently in the 10th percentile and lower will be reviewed by an RTI team that consists of social workers, Principal, CIA, school psychologists, and special ed consultants. Those students not making progress will be monitored weekly or every other week in target areas using an evidence-based intervention strategy. Parents are notified via a letter from the teacher explaining the progress monitoring. (FastBridge)	Evidence RTI graphs meeting notes student historical data referrals for special ed Members Responsible Special ed consultant teachers Interventionists Principal School Psychologists CIA MTSS Coordinator	The first RTI/MTSS Progress Monitoring meeting is scheduled for February.	\$1,200 Sub costs (Total for the year)
		Students have access to intervention/flex groups within their team based on their academic need. This time is dedicated to either furthering the students' thinking or addressing gaps in their learning to bring them to proficiency or above.	Evidence: Growth in student assessment scores. STAR Aims Web ORF FRY Words Learning Checks Common Assessments	Ongoing	\$0

		At Risk Interventions Students will receive differentiated instruction to meet content needs. Typically, 1st and 2nd-grade reading flex teachers use Orton Gillingham to close phonological, phonemic, and phonics gaps at each level. Reading Intervention Teachers: A Title I intervention teacher will continue to work with students who are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton Gillingham or Reading mastery to provide tier 2 and tier 3 interventions. Two additional reading intervention teachers will focus on Tier 3 students (120+) as a part of the RTI process. Primary Talent Pool-PTP teachers provide services to students in the GAP who are identified as high-potential learners. PTP teacher collaborates in the classroom to provide opportunities for higher-order thinking, as well as monitor progress and offer support to those GAP students who are not scoring proficient or higher on KSA-like assessments.	Evidence: Classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished	2 days per week, 15-30 min depending on tier status	\$25,000 *ESS funds for Reading Interventionists. Referenced multiple times.
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2, or tier 3 status. Letters from Flex Teachers outlining expectations and pertinent information to that class. Parent might targeting math strategies to use at home and a better understanding of KAS math standards and expectations.			
		During flex/RTI time, special education teachers will have resource time to work with special education students on their IEP and academic goals.	Evidence: RTI progress Reduction of novice Increase of GAP proficient/distinguished	Interventionists and classroom teachers will deliver RTI based on multiple data sets that include but are not limited to: STAR Reading STAR Math ORF MCOMP MCAP Writing Rubric	\$0
	● <u>KCWP 6: Establishing Learning Culture and Environment</u> Strategy: Instructional Process and Collaboration	All students at Simpson Elementary will be taught by highly qualified teachers in all content areas.	Evidence: Teachers that have averages in the 3 and 4 range for PGES Low teacher turnover Retain quality teachers. Release teachers who continually need improvement, lower morale or fail to put students at the forefront.	PGES documentation from each semester.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Each classroom will get special education students that have similar needs such as the same math goals together, writing goals, reading comprehension, and behavior students will be distributed equally among the staff. The special education teachers will look at each student's IEP and categorize it according to needs in each grade level.	Evidence Differentiation in instruction for students with IEPs noted in walkthroughs and PGES evaluations Novice reduction	Ongoing	\$0

4: English Learner Progress

Goal 4 : The average performance of English Language Learners in reading will increase by 50% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the average combined Reading Proficiency KSA score for Simpson Elementary students in the GAP group by 5 % in 2024.	<u>KCWP I: Design and Deploy Standards</u> Strategy: Instruction and Curriculum and Collaboration	STAR Analysis During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure the effectiveness of teaching on each Kentucky Academic Standard. Each analysis will end with a plan developed by teachers to differentiate, reteach, and enrich students according to this work. Typically, 1st and 2nd-grade reading flex teachers use Orton Gillingham to close phonological, phonemic, and phonics gaps at each level. Reading Intervention Teachers: A Title I intervention teacher will continue to work with students who are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton Gillingham or Reading mastery to provide tier 2 and tier 3 interventions. Two additional reading intervention teachers will focus on Tier 3 students (120+) as a part of the RTI process.	Evidence: Classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished	2 days per week, 15-30 min depending on tier status *Access Testing Data *Home Language Surveys	\$25,000 *ESS funds for Reading Interventionists. Referenced multiple times.

Goal 4 : The average performance of English Language Learners in reading will increase by 50% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Collaboration with Ms. Baxter at LES and Ms. Molina, ELL paraeducator at SES to benefit the ELL students.	Data improvement RTI progress Reduction of novice Increase of G/AP proficient/distinguished in reading.	Scheduling for each student to have time with Ms. Molina. Student placement in homerooms allows the program to work and meet the student's needs.	Funds provided by CO for the para position.

5: Quality of School Climate and Safety

Goal 5: Increase the indicator rating for students who have a disability from 73.8 to 78.0 by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall scores for Simpson Elementary students in the GAP of students with a disability to 78 by 2024.	KCWP 6: <u>Establishing Learning Culture and Environment</u>	Renaissance Activities	* Perception of the students to know they are cared for; their growth is celebrated and they are a part of the SES community.	* Wildcat of the Month * Comeback Kid (Jan.-May) * Student shout outs * Mystery Leaders * Connections w/ teachers and faculty. * Hype Rallies * STEM and Special Education Coding Trip for Dec. 6th to WKU.	\$0 SBDM * Also allocated in the FRC budget. * Renaissance Fundraisers throughout the year.