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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
    - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
    - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: *By 2030, 73.3% of students will be reaching proficiency in reading and 73.8% in mathematics. Our goal is to reduce the number of students not reaching proficiency in reading and math.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020 student proficiency rates will be as follows: 		GES
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Reading	49.0
Math	49.9		**KCWP 2: Design and Deliver Instruction –** What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	**Learning Targets Success Criteria** All teachers will effectively use learning targets and student generated success criteria in all reading/math lessons. ● Determine if learning targets are clear to teachers. ● Determine if learning targets are clear to students. ● Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. ● Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	--Bulldog Target Mastery lists --Lesson Plans --Teacher observations/walkthroughs --Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
	KCWP 2: Design and Deliver Instruction – How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	**Evidence-Based Instructional Strategies** ● Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. ● Effective use of online technologies to implement blended learning and personalized learning in the classroom.	--Teacher observations/walkthroughs --Lesson Plans --Summative assessments such as benchmarks, MAP, DRA, and other assessments will be used to be measure growth. --Online data reports	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

		• Primary teachers will implement the Jan Richardson Guided Reading Model. • Primary teachers will implement "Words Their Way" into Literacy instruction in order to develop a foundation of phonics and reading fluency. • Continue live scorings in collaboration with instructional coaches so that students have immediate feedback • Effective Use of math manipulatives and interactive read-alouds for reading instruction.	--Words Their Way data --Live scoring data --Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.		
	KCWP 2: Design and Deliver Instruction – How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	**Learning Experiences/Professional Development** Utilize opportunities for professional growth through early release dates scheduled in master calendar, PLC meetings, etc. Professional Learning will be provided on the following: • Jan Richardson Guided Reading Model • Google training • Personalized Learning • 21st Century Learning • New Teacher Trainings	--Professional learning agendas and sign in sheets --Personalized learning study groups --Early Dismissal agendas --Schools visits/supports --Jan's plan --Pineapple Observe a teacher PLC --Summative assessments such as benchmarks, MAP, live scoring and other	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

		• Spurts of Learning Faculty Meetings • Pineapple Observations	assessments will be used to measure growth. --Faculty Meeting sessions --Notes taken during Pineapple PLCs		
	KCWP 4: Review, Analyze and Apply Data – What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take responsibility for their own learning?	**Curriculum Monitoring Systems** • Principals will monitor students learning data to ensure curriculum is taught at a high level of fidelity. • Principals will conduct 3 informal walkthroughs daily using the eWalk platform to provide feedback to teachers and analyze data for instructional trends. • PLC processes will be utilized to create highly focused/highly functioning PLCs. • Teachers will analyze individual formative data to target needs and strategies/resources to meet needs.	--PLC data --eWalk data	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
	KCWP 6: Establishing Learning Culture and Environment What methods are used to evaluate existing character-building experiences within the school to ensure an all-encompassing culture of character? What approaches does the school/district use to ensure	**Learning Environment conducive to student learning** • Implementation of Class Dojo school-wide for behavior • House system across grade levels • Leader in Me 7 Habits Program • Pineapple Observe Me PLC	--DoJo data --House system --Pineapple PLC data	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

	effective service learning (e.g., Internships/Co-op, Ready to Work, Volunteerism, Youth Leadership Councils, BETA Club, and KYA), which includes student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection?			

Goal 2: *By 2030, 64.6% of students will reach proficiency in science, 73.7% in social studies and 71.7% in on-demand writing*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2020, student proficiency rates will increase by the following: 		GES		Science	29.1 to 32.3	Social Studies	47.4 to 49.8	Writing	43.4 to 46.0		**KCWP 2: Design and Deliver Instruction –** What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? **KCWP 2: Design and Deliver Instruction –** How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	**Learning Targets Success Criteria** All teachers will effectively use learning targets and student generated success criteria in all science, social studies and on-demand writing lessons. ● Determine if learning targets are clear to teachers. ● Determine if learning targets are clear to students. ● Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. ● Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. **Evidence-Based Instructional Strategies** ● Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	--Bulldog Target Mastery lists --Lesson Plans --Teacher observations/walkthroughs --Teacher observations/walkthroughs --Lesson Plans --Summative assessments such as benchmarks, MAP, live scorings, and other assessments will be used to be measure growth.	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

		● Effective use of online technologies to implement blended learning and personalized learning in the classroom. ● Continue live scorings in collaboration with instructional coaches	--Online data reports --Live scoring data		
	KCWP 4: Review, Analyze and Apply Data – What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take responsibility for their own learning?	**Curriculum Monitoring Systems -** ● Principals will monitor student learning data to ensure curriculum is taught at a high level of fidelity. ● Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends. ● PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs.	--PLC agendas and minutes --ewalk data	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
		Student Empowerment - ● Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. ● Continue writing live scorings	--Student led conferences --Leadership Notebooks --Student goal setting --Live scoring data	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

3: Achievement Gap

Goal 3: *By 2030, our goals are outlined in the following chart.*

Af. Am	IEP	F/R
R-64.5	R-69.5	R-71.8
M-66.2	M-69.5	M-61.1
Sc-62.5	Sc-69.5	Sc-71.2
Wr-n/a	Wr-n/a	Wr-71.2
SS-70.0	SS-n/a	SS-72.1

Two or More	Hispanic
R-71.5	R-59.1
M-75.0	M-63.7

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, student proficiency rates in each subgroup will reach % in each core content area. **Af. Am / IEP / F/R** R-32.3 / R-41.7 / R-46.2 M-35.4 / M-41.7 / M-46.2 Sc-28.4 / Sc-41.7 / Sc-25.7 Wr-n/a / Wr-n/a / Wr-45.0 SS-42.7 / SS-n/a / SS-46.6 **Two or More / Hispanic** R-45.5 / R-21.9 M-52.3 / M-30.6	**KCWP 2: Design and Deliver Instruction –** What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	**Evidence-Based Instructional Strategies** ● Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. ● Effective use of online technologies to implement blended learning and personalized learning in the classroom. ● Continue live scorings in collaboration with instructional coaches. ● GES will continue to utilize ESS funds to provide daytime and after school ESS, as well as summer programs, to provide supplemental instruction to struggling students.	- Reports/data for online programs - Progress/growth in ESS performance - Summative assessments - Teacher observations	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

	KCWP 2: Design and Deliver Instruction – How is learning monitored before, during, and after instruction?	**Curriculum Monitoring Systems -** ● Teachers will use formative/summative assessments, District Common Assessments, MAP and DRA assessments to analyze patterns in students' learning. Additionally, teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	- Online data reports - Naiku reports - MAP reports - DRA data - Lesson plans	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
	KCWP 2: Design and Deliver Instruction – What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? How is learning monitored before, during, and after instruction?	**RtI Process** All teachers will participate in regularly scheduled RtI meetings - Develop a clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies and progress monitoring checks - Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. - Ensure monitoring measures are in place to support holistic planning for high	- RTI binders - RTI PLCs - Aims Web	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

		fidelity instructional delivery of the standards.			
	KCWP 4: Review, Analyze and Apply Data – What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take responsibility for their own learning?	<u>**Curriculum Monitoring Systems -**</u> ● Principals will monitor student learning data to ensure curriculum is taught at a high level of fidelity. ● Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.	--PLC agendas and minutes --ewalk data	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
	KCWP 6: Establishing Learning Culture and Environment What steps does leadership take to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning?	**Community outreach-** ● Utilize available resources, including but not limited to: Marion County Extension Office/4H, Communicare, collaboration with ELL, migrant, 21st Century, Local Law Enforcement/Emergency Personnel, career days, high school helpers, ATC collaboration, rotary club, parent volunteers, home visits, attendance meetings, dental programs, One Cross, DARE and FRC to ensure our students' needs are met.	- Meeting/home visit documentation - Lesson Plans - Career Day Schedule - High School Helpers log - Attendance meetings documentation - FRC documentation	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

Goal 4: *By 2030, 80% of students will reach the student growth norm for their grade level according to MAP research.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, 50% of students will reach the student growth norm for their grade level according to MAP research (below). **Beginning to End of Year** 	Grade	Reading	Math
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K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9		**KCWP 2: Design and Deliver Instruction** What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with student's cultural, social and developmental needs in mind? How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	<u>**Evidence-Based Instructional Strategies**</u> ● Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. ● Effective use of online technologies to implement blended learning and personalized learning in the classroom. ● Continue live scorings in collaboration with instructional coaches. ● GES will continue to utilize ESS funds to provide daytime and after school ESS, as well as summer programs, to provide supplemental instruction to struggling students.	Online platform data Live scoring data Formative assessmeents	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
	KCWP 4: Review, Analyze and Apply Data – What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take	<u>**Curriculum Monitoring Systems**</u> ● Principals will monitor students learning data to ensure curriculum is taught at a high level of fidelity. ● Principals will conduct 3 informal walkthroughs daily using the eWalk platform to provide feedback to teachers	--PLC data --eWalk data --IC Persistence to Graduate Reports --	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

	responsibility for their own learning?	and analyze data for instructional trends. ● PLC processes will be utilized to create highly focused/highly functioning PLCs. ● Teachers will analyze individual formative data to target needs and strategies/resources to meet needs. ● Teachers will utilize Persistence to Graduate Reports to ensure that struggling students have needed supports in place.			
	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom.	**Student Empowerment -** ● Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. ● Personalized learning environments ● Parent engagement opportunities ● Continue writing live scorings for immediate feedback for growth ● Clubs/Groups - Flag Detail, Morning Meeting, Leadership Opportunities, Science Fair, Band, Chorus, GOTR, STLP ● Career Research Projects/Career Day	--Student-led conferences (sign in sheets) --Title 1 nights/documentation Pictures of students --Club rosters/events --Specialized events pictures	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS

			- Physical Fitness/Presidential Fitness - District Treble Chorus/All State Chorus|Student houses - Student Led Conferences - Academic Team - JR. BETA		
	KCWP 6: Establishing Learning Culture and Environment What processes are in place to communicate with and support parents/families in order to address barriers to learning?	**Family Engagement -** Activities will be available for our families to participate in to support families and students working together to increase awareness and identify any needed supports.	- Family STREAM night - Data Meetings - Born Learning - Reading Celebration - Student Showcase - Fall Festival - Breakfast Opportunities	December 20, 2019 March 30, 2020	SBDM/ Title 1/ESS
		Communication – Open two-way communication system so that our families are aware of offerings/events at GES.	- Newsletters - Conferences - Social Media - Open House - Website - Class DoJo - Daily Behavior Information	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS

5: Transition Readiness

Goal 5: *By 2030, 80% of students will reach reading and mathematics transition readiness benchmarks.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of Free and Reduced population students from Glasscock's preschool program that are Kindergarten ready from 50% to 55% as assessed August 2020.	KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities Communication with parents in order to address barriers to learning.	Preschool teacher will analyze Brigance data to reflect upon practice and determine next steps in delivering high quality instruction.	2019 Brigance Screener TS Gold data	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS
		FRC will work with families who have children ages 0-5 in order to educate families regarding at home instruction to prepare children for Kindergarten.	2019 Brigance Screener Born Learning TS Gold data	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS
Objective 2: By May 2020, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reading the 69th percentiles on MAP)	KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom.	**Profile of a graduate** - Further develop and refine process used to make connections with the content and 21st century skills, (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.	Implementation of Profile Student assessment data	December 20, 2019 March 30, 2020	] SBDM/Title 1/ESS
		ECE Transition meetings for our ECE population will be held for preschool age students and 5th graders transitioning to middle school.	ECE meetings ARC meeting minutes	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS
		College Readiness/transition readiness- Cert testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and	Evidence of trips	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS

		Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness. 3rd grade- college visit 4th grade- ATC visit 5th grade- Business and Industry visit			
	KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom.	**Leadership**-continuation of Leader in Me and student leadership opportunities to provide leadership experiences for students at all grade levels.	Leadership evidence	December 20, 2019 March 30, 2020	SBDM/Title 1/ESS