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 2021 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 systems of collaboration are in place in order to meet the Tier I educational needs of all students?	**Evidence-Based Instructional Strategies** • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Effective use of online technologies in all grades to implement blended learning and personalized learning in the classroom (playlists, Zearn, Lexia, Reading Plus, Literacy Footprints digital resources, Reading A to Z, etc). • Primary teachers will implement the Jan Richardson Guided Reading Model. • Primary teachers will commit to using a Phonics continuum to measure student growth. • Primary teachers will implement "Words Their Way" into literacy instruction in order to	--Words Their Way data --Summative assessments such as phonics continuum benchmarks, MAP, live scorings, DRA and other assessments will be used to measure growth.	December 18, 2020 March 30, 2021	SBDM/Title funds for online programs

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**
		develop a foundation of phonics and reading fluency. • Continue live scorings in collaboration with instructional coaches so that students have immediate feedback on ways to improve their writing. • Effective use of math manipulatives and interactive read-alouds for reading instruction.			
	KCWP 4 - Review, Analyze, Apply Data Results How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	**Curriculum Monitoring Systems** • Principals will monitor student's learning data to ensure curriculum is taught at a high level of fidelity. • Principals will conduct 3 informal walkthroughs daily to provide feedback to teachers and analyze data for instructional trends. • PLC process will be utilized to create highly focused/highly functioning PLCs. • Teachers will analyze individual formative data to target needs and	--PLC data --Walkthrough data	December 18, 2020 March 30, 2021	$0

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**
		strategies/resources to meet needs.			
	KCWP 6 - Establish Learning Culture and Environment How does the school/district help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting?	**Learning Environment Conducive to Student Learning** - Implementation of class Dojo school-wide for parent/teacher communication and behavioral updates. - House system across grade levels. - Leader in Me 7 Habits program - SEL curriculum (Sanford Harmony) taught daily.	--DoJo data --House system --Sanford Harmony lessons --Leader in Me activities	December 18, 2020 March 30, 2021	District funds for LIM

2: Separate Academic Indicator

Goal 2: By 2030, 64.6% of students will reach proficienc1y 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 2021, student proficiency rates will increase by the following: 		GES
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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 systems of collaboration are in place in order to meet the Tier I educational needs of all students?	**Evidence-Based Instructional Strategies** • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Effective use of online technologies in all grades to implement blended learning and personalized learning in the classroom (playlists, Zearn, Lexia, Reading Plus, Literacy Footprints digital resources, Reading A to Z, etc). • Primary teachers will implement the Jan Richardson Guided Reading Model. • Primary teachers will commit to using a Phonics continuum to measure student growth. • Primary teachers will implement "Words Their Way" into literacy instruction in order to develop a foundation of	--Words Their Way data --Summative assessments such as phonics continuum benchmarks, MAP, live scorings, DRA and other assessments will be used to measure growth.	December 18, 2020 March 30, 2021	SBDM/Title funds for online programs

Goal 2: By 2030, 64.6% of students will reach proficienc1y in science, 73.7% in social studies and 71.7% in on-demand writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		phonics and reading fluency. • Continue live scorings in collaboration with instructional coaches so that students have immediate feedback on ways to improve their writing. • Effective use of math manipulatives and interactive read-alouds for reading instruction. • Collaborative projects between GES and MCHS students to create videos of Social Studies and Science content/vocabulary. • Master schedule that allows maximum instruction time.			
	KCWP 4 - Review, Analyze, Apply Data Results How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	**Curriculum Monitoring Systems** • Principals will monitor student's learning data to ensure curriculum is taught at a high level of fidelity. • Principals will conduct 3 informal walkthroughs daily to provide feedback to teachers and analyze data for instructional trends. • PLC process will be utilized to create highly	--PLC data --Walkthrough data	December 18, 2020 March 30, 2021	$0

Goal 2: By 2030, 64.6% of students will reach proficienc1y in science, 73.7% in social studies and 71.7% in on-demand writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		focused/highly functioning PLCs. • Teachers will analyze individual formative data to target needs and strategies/resources to meet needs.			

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 2021, student proficiency rates in each subgroup will reach % in each core content area. 	Af. Am	IEP	F/R	His
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R-32.3	R-41.7	R-46.2	R-38.9
M-35.4	M-41.7	M-46.2	M-27.8
Sc-28.4	Sc-41.7	Sc-25.7	Sc-n/a
Wr-n/a	Wr-n/a	Wr-45.0	Wr-n/a
SS-42.7	SS-n/a	SS-46.6	SS-n/a | | Two or More		Hispanic
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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	- Reports/data for online programs - Progress/growth in ESS performance - Summative assessments - Teacher observations	December 18, 2020 March 30, 2021	$0

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
	KCWP 2: Design and Deliver Instruction – How is learning monitored before, during, and after instruction?	supplemental instruction to struggling students. ● Master schedule that allows maximum instruction time. **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		
	KCWP 2: Design and Deliver Instruction –	**RtI Process** All teachers will participate in regularly scheduled RtI meetings	- RTI binders - RTI PLCs - Aims Web		

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

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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
	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?	- 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 fidelity instructional delivery of the standards.			
	KCWP 4: Review, Analyze and Apply Data – What monitoring systems are in place to ensure Tier	**Curriculum Monitoring Systems** • Principals will monitor student learning data to	--PLC agendas and minutes --Walkthrough data	December 18, 2020 March 30, 2021	$0

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
	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? **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?	ensure curriculum is taught at a high level of fidelity. • Principals will conduct 3 informal walkthroughs daily to provide feedback to teachers and analyze data for instructional trends.			
		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 18, 2020 March 30, 2021	$0

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 2021, 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 | |---|---|---| | 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? **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?	**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. ● Master schedule that allows maximum instruction time.	Online platform data Live scoring data Formative assessments	December 18, 2020 March 30, 2021	SBDM/ Title 1/ESS
		Curriculum Monitoring Systems ● Principals will monitor students learning data to ensure curriculum is taught at a high level of fidelity.	--PLC data --Walkthrough data --IC Persistence to Graduate Reports	December 18, 2020 March 30, 2021	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
		● Principals will conduct 3 informal walkthroughs daily 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. ● 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	--Student-led conferences (sign in sheets) --Title 1 nights/documentation Pictures of students --Club rosters/events --Specialized events pictures	December 18, 2020 March 30, 2021	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
	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?	● Clubs/Groups - Flag Detail, Morning Meeting, Leadership Opportunities, Science Fair, Band, Chorus, GOTR, STLP ● Career Research Projects/Career Day ● Physical Fitness/Presidential Fitness ● Student Led Conferences ● Academic Team			
		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 18, 2020 March 30, 2021	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	December 18, 2020 March 30, 2021	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
			• Daily Behavior Information		

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 in August 2021.	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?	Preschool staff will analyze Brigance data to reflect upon current practices and determine next steps in delivering high quality instruction. Preschool staff created a virtual classroom that encompasses all developmental areas and activities that parents can access.	2020 Brigance Screener TS Gold Data Preschool virtual classroom	December 18, 2020 March 30, 2021	$0
		Kindergarten Orientation– Incoming kindergarten students and families will meet teacher and tour the school prior to school starting. Teachers will also describe summer learning that will help prepare the incoming students for kindergarten.	Sign In Sheet/Agenda Teacher PowerPoint Presentations	December 18, 2020 March 30, 2021	SBDM
		Open House – Students and Families will meet teacher prior to school starting. They also have the opportunity to tour the school. Staff will also assess K-3rd grade students in phonics/Brigance.	Sign in Sheet/Agenda Assessment sheets (phonics continuum and Brigance data sheets)	December 18, 2020 March 30, 2021	$0
		FRC events for families - Parent/Grandparent Café – 3 meetings per year – a meal will be served with guest speakers to educate parents/grandparents on various skills (cooking, money, etc) and supports.	Sign in Sheet/Agenda	December 18, 2020 March 30, 2021	FRC
Objective 2: By May 2021, 40% of students will reach reading and mathematics	KCWP 5: Design, Align and Deliver Support - What system or processes are in	Profile of a Graduate – Further develop and refine processes used to make connections with the	Implementation of Profile of a Graduate	December 18, 2020 March 30, 2021	$0

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
transition readiness benchmarks. (College readiness benchmarks will be measured as students reading in the 69th percentile on MAP assessment).	place to ensure appropriate academic interventions are taking place to meet the needs of all students?	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.	Student Assessment Data Social Emotional Curriculum		
		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 Bump Up Day	December 18, 2020 March 30, 2021	$0
		College Readiness/Transition Readiness – Intentional scheduling content so that students have a broad exposure to curriculum, career day, college visits, collaborative projects between GES and MCHS and ATC (STEM classes, high school helpers, JROTC, etc) 3rd grade – college visit 4th grade – ATC visit 5th grade – Business and Industry Visit	Evidence of field trips Pictures of collaborative projects between GES and MCHS and ATC Master Schedule	December 18, 2020 March 30, 2021	Field Trips
		Career Project (4th grade) Students select a career, investigate/analyze the career (using the Bureau of Labor and Statistics), create a slide show, and present it (in a	Career Day agenda/guest speakers Career Day Schedule	December 18, 2020 March 30, 2021	$0

Goal 5: By 2030, 80% of students will reach reading and mathematics transition readiness benchmarks.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		corresponding outfit). Education and training for the career is intertwined with this project. Thus, students are being asked to think of themselves as becoming prepared for the career, setting long term goals, and evaluating their own strengths within those careers.			