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 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.

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets 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. 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. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1: By 2025, Newport Primary School will increase the percentage of students scoring proficient in mathematics from 26.9% to 80% and in reading from 24.1% to 80% as demonstrated on the Measure of Academic Progress Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1. By spring of 2022, Newport Primary School will increase the percentage of students scoring proficient in reading from 24.1% to 43% and in mathematics from 26.9% to 45% as demonstrated on the Measure of Academic Progress assessment.	A. Design & Deploy Standards All teachers will collectively and collaboratively execute the adopted PLC Protocol to effectively and accurately deploy KAS standards, design high quality lessons aligned to the adopted instructional process, analyze, review and apply data with high levels of fidelity.	1. Practice: School Admin and teacher leaders will research and select high yield instructional strategies (1-2 each month) to be modeled and shared with teachers in monthly PLCs, with the expectation that teachers will embed the high yield instructional strategies into reading and math core instruction.	-Student proficiency on formative and summative assessments -Walkthrough data reflects effective implementation of high yield instructional strategies -Increase in admin and teacher knowledge of high yield instructional strategies	-Study/Act protocol implemented during PLC's -Weekly walkthrough plan to monitor implementation of strategies. -PLC observations which will focus on lesson plan design and discussions taking place within PLC's. -PLC lead meetings to analyze trend data.	Title 1: Solution Tree PLC Institute- $19,795.55 Solution Tree PLC Summit-$12,795
		2. Admin and PLC's will implement a task analysis protocol to ensure assignments/activities/assessments reflect grade appropriate learning targets.	-student proficiency on formative, summative, and diagnostic assessments. -grade level tasks aligned to the rigor of the standard.	-PLC observations to determine if discussions are focused on the tasks -Weekly walkthrough plan focusing on task analysis.	Professional Learning • Task analysis for leadership • Task analysis for PLCs
		3. The school will formalize a process for curriculum map evaluation and revision to ensure congruency to the Kentucky Academic Standards.	-Revised instructional lesson designs aligned to revised curriculum.	-annual analysis of curriculum taught the previous school year. -Student achievement will be monitored through the PLC process and using the study/act protocol. -PLC reflection process on the effectiveness of the curriculum	Title 1 funding to pay teachers to evaluate/revise curriculum- $4,320

		4. The school will revise and implement a new teacher mentoring system to ensure new teachers effectively execute the adopted PLC protocol (PDSA cycle) and school-wide programs/systems. This system will include: ● Additional professional learning before the school year begins. ● A new teacher mentor that supports them monthly ● Monthly new teacher meetings with instructional coach and principal.	-increase of teacher retention. -new teacher surveys reflect they have adequate support. -walkthroughs reflect new teachers are effectively implementing lesson plans designed during PLCs.	-New teacher surveys are conducted at least two times a year and adjustments to our new teacher systems are made based on the survey data -Teacher retention data -Plus/deltas completed after each new teacher meeting	Title I funding to implement NPS New Teacher Program
	B. Design and Deliver Instruction Administration will ensure highly effective, evidence-based instruction is provided to all students in the classroom.	1. Process: The school leadership will utilize the analysis of data derived from the walkthrough process to provide systematic feedback and coaching to individual teachers to improve classroom instruction.	-increase in student proficiency on all reading and math assessments -walkthrough data reflects improved classroom instruction.	-Analysis of walkthrough data with immediate feedback to teachers with the following support provided: peer observations, modeling of lessons, one-on-one lesson planning with instructional coach	
	C. Design, Align, Deliver Support Processes Develop a systematic approach for the design, alignment and delivery of support services to ensure student proficiency in reading and math.	1. Process: The Administrative Team and MTSS Coach will develop, communicate and implement a clearly defined and written MTSS process that includes screenings, assessments, interventions, goal setting, data monitoring, and progress checks. Admin team will ensure professional learning in the area of MTSS. This plan will include all portions of MTSS (RtI, PBIS, and ISF).	Percentage of students receiving Tier III intervention decreases throughout the year Decrease in percentage of students scoring novice on summative and interim assessments Fluid RtI process established and communicated with all	During Site Intervention Team meetings (rotating by grade-level and content) Intervention PLC meetings Teacher feedback on the process (e.g. forms, efficiency, communication	Lexia-$9500 Dreambox- $7000 RTI Summit - Solution Tree - Title I $12,795 Guided Reading - $3,000

			stakeholders in a formalized plan, including how to evaluate the success of the process		

2: Separate Academic Indicator

Goal 2: By 2025, Newport Primary School will have no less than 80% of 2nd grade students score at least proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic Standards which ensures students are transition ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2022, Newport Primary School will have no less than 50% of 2nd grade students score proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic Standards.	A. Develop a systematic approach in order to **design and deliver core instruction** in writing to ensure a culture of writing across content and grade levels.	1. Process: Administrative team, in collaboration with teachers, will develop a writing plan (writing expectations and procedures) that will be monitored and evaluated during the PLC process.	-All teachers design and deliver writing instruction aligned to the writing plan	-PLCs in collaboration with Admin will monitor the fidelity of the writing plan in the Plan and Do phases of the Instructional Lesson Design. -A walkthrough plan will monitor effectiveness of instruction and will be used to provide individual coaching/support and identify professional learning needs.	N/A
		2. Process: PLC teams will collect student writing samples each quarter in each mode of writing to develop exemplars of writing throughout the school year.	- Student work samples are collected and reflect expected writing of each mode over the course of the school year in grades K-2	Students' writing analysis completed in PLCs using the exemplars	N/A
		3. Process: PLCs will analyze student student writing to determine targeted writing lessons on specific skills (can be as a PLC or individual classroom)	-All teachers design and deliver targeted writing instruction	- Student writing is analyzed during PLCs	N/A
		Process: Administrative team will ensure building-wide training (Coaching and support) focused on implementation of evidence based instructional writing practices a. All staff will participate in Six+1 Writing Training	-Writing instruction is reflected in Instructional Lesson Designs -Walkthrough data	Instructional lesson design and observation data that leads to teacher feedback.	Smekens Writing Training -Title 1 funds- $2600

Objective 2					

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 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 (objectives).

Goal 3:
By 2025, Newport Primary School will increase the percentage of African American students scoring proficient/distinguished on the Math MAP assessment from 26.5% to 80% and from 21.4% to 80% on the Reading MAP assessment.

By 2025, Newport Primary School will increase the percentage of students with an IEP scoring proficient/distinguished on the Math MAP Assessment from 15% to 80% and from 12.5% to 80% on the Reading MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2022, Newport Primary School will increase the percentage of African American students scoring proficient/distinguished on the Math MAP assessment from 26.5% to 44.5% and from 21.4% to 41.4% on the Reading MAP assessment.	A. <u>Review, Analyze, and Apply Data</u> Analyzing academic and non-academic data to inform next steps for individual students and groups of students.	1. <u>Practice:</u> Administrative and PLC teams will monitor student data (growth, referrals, attendance) consistently and routinely to ensure strategies are effective. Professional learning will be provided based on data analyzed from the process.	Decrease in percentage of discipline referrals for African American students. Increase the percentage of African American students demonstrating classroom achievement and as a result scoring proficient and distinguished on the Math and Reading MAP Assessment.	Administrative team meets to complete a monthly study/act on African American non-academic data. PLC's will complete a study/act on African African students following the PLC protocol.	Culturally responsive teaching professional development ~$1,500

			Increase the attendance percentage for African American students.		
Objective 2 By spring of 2022, Newport Primary School will increase the percentage of students with an IEP scoring proficient/distinguished on the Math MAP assessment from 15% to 37% and from 12.5% to 35% on the Reading MAP Assessment	B. Design and Deliver Instruction General education and special education teachers implement academic and non-academic evidence-based high-yield instructional strategies with fidelity.	1. Process: The school leadership team will ensure ongoing professional learning in the areas off: ● Co-teaching ● Specific strategy selection of accommodations and modification ● Roles & expectations for classroom and special education teachers	Co-Teaching models are implemented in all classrooms. Implementation of accommodations and modifications in classrooms with students who have an I.E.P. Teachers have a clear understanding of their role with students who have an I.E.P.	Administration will reflect monthly on the success of the plan based on student data and teacher feedback via PLC Lead meeting and make adjustments as necessary. Classroom observation data that leads to feedback and follow-up. Surveying general education and special education teachers.	N/A
	C. Review, Analyze, and Apply Data Analyzing academic and non-academic data to inform next steps for individual students and groups of students.	2. Practice: Administrative and PLC teams will monitor student data (growth, referrals, attendance) consistently and routinely during the study and act phase to ensure strategies are effective. Professional learning will be provided based on data analyzed from the process.	Decrease in percentage of discipline referrals for students with an IEP. Increase the percentage of students with an IEP scoring proficient and distinguished on the Math and Reading MAP Assessment. Increase the attendance	Administrative Team completes a monthly study/act of non-academic data for students with an IEP. PLC's will complete a study/act on students with an IEP following the PLC protocol.	N/A

			percentage for students with an IEP. Provide the necessary academic or non-academic supports		

4: Growth

Goal 4:
By 2025, Newport Primary School will demonstrate categorical growth that results in 80% of students scoring proficient/distinguished on Reading MAP and 80% of students scoring proficient/distinguished on MAP as measured by spring MAP testing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2022, Newport Primary School will demonstrate categorical growth demonstrated by increases in our percentage of students scoring proficient/distinguished on the Reading MAP from 24.1% to 43% and Math MAP from 26.9% to 45%.	A. Design and Deliver Assessment Literacy The administrative team will design and implement a formal and informal process that admin, teachers, and students use to gather evidence to directly improve the learning of students assessed.	1. Administrative teams will implement, monitor, and evaluate a balanced assessment system in collaboration with teachers/leaders, that builds teacher capacity in assessment literacy including use of formative, authentic, and performance based assessments and informed teacher next-step in correct instruction and informs the curriculum.	-Clear communication of the balanced assessment system. -Quality teacher next steps for students -Increase in percentage of students scoring proficient in reading and math	-Analyze student data during weekly meetings and plan for next steps -Analyze longitudinal data during PLC Lead Meetings and plan for next steps. -Analyze district interim, MAP, and F&P assessments and plan for next steps.	N/A
	B. Design and Deliver Instruction All teachers will use formative and summative data to ensure instructional modifications are made for individual and/or groups of students	1. The school leadership should coach teachers to effectively utilize classroom and benchmark data to personalize instruction and select and implement appropriate high-yield instructional strategies to improve individualized student performance.	-Students reading on grade level (F&P assessment) -Students exhibiting proficiency in math and reading on summative and benchmark assessments - Decrease in percentage of Tier III students	-Students Tier II data -F&P assessment will be administered three times a school year and running records are taken bi-weekly. -Student proficiency data for reading and math will be monitored during the study/act protocol during PLC's.	
	C. Review, Analyze, and Apply Data Administrative team will improve data analysis collaboration and communication of student progress with stakeholders.	1.Include all stakeholders (parents, community, teachers, instructional coaches, and administration) in the development, implementation, monitoring, and revision of the CSIP.	-Increase of stakeholders in the development, implementation, monitoring and revision of the CSIP.	-Meeting agendas, minutes, and opportunities for stakeholders to provide feedback (plus/delta, strengths/areas of growth).	

		2. The school leadership team will analyze longitudinal data to determine the effectiveness of the CSIP and communicate the results to all stakeholders.	-presenting our CSIP goals to all stakeholders. -communication of progress/updates towards CSIP goals to all stakeholders. -stakeholders can communicate the school's goals and progress.	-Meeting agendas, minutes, and opportunities for stakeholders to provide feedback (plus/delta, strengths/areas of growth). -School report card shared with community members	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Guided Reading ⊠	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first - fourth grade: theory to practice. Texas Journal of lIteracy Education 2 (2), 117-126	⊠
Lexia	WWC Intervention Report, Lexia Reading. June (2019). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwwc_lexia_063009.pdf	☐
Professional Learning Communities (PLC)	Hamilton, L., Halverson, R. Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	☐
Response to Intervention (RTI)	Gersten, R., Compton, D., Connor, C.M. Dimino, J. S	☐
Culturally Responsive Teaching	Mayfield, V. M., & Garrison-Wade, D. (2015, July). Culturally responsive practices as a whole school reform. Retrieved December 3, 2019, from https://files.eric.ed.gov.fulltext?EJ1069396.pdf	☐

Writing	Slavin, R., Lake, C., Inns, A., Baye, A., Dachet, D., & Haslam, J. (April 2019). A Quantitative Synthesis of Research on Writing Approaches in Grades 2 to 12. Retrieved from http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf	☐
Dreambox	Wang, H., & Woodworth, K. (2011). Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program. Menlo Park, CA: SRI International. Retrieved from http://www.dreambox.com Additional source: Wang, H., & Woodworth, K. (2011). A randomized controlled trial of two online mathematics curricula. Evanston, IL: Society for Research on Educational Effectiveness.	☐