

## 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.

1: Proficiency

Goal 1 (State your proficiency goal.): By 2023, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2023 as measured by state-required academic assessments.								
Reading	Elementary	Middle	High	% P/D	Math	Elementary	Middle	High
2021 Percent Proficient	32.5%	30.3%	30.6%		2021 Percent Proficient	26.4%	40.4%	6.2%
2024 Percent Proficient Goal	47.5%	45.3%	45.6%		2024 Percent Proficient Goal	41.4%	55.4%	35%
Objective	Strategy		Activities		Measure of Success	Progress Monitoring		Funding
Objective 1: By May 2022, Gallatin County Schools will increase the percentage of students scoring proficient in Reading and Math.	KCWP 1: Design and deploy standards through vertical alignment of standards.		District-wide Curriculum: Develop plan to create a district-wide curriculum using KY’s Model Curriculum Framework. Some work will be facilitated outside regular contract hours.		Curriculum documents and pacing guides.	30-60-90 day planning		ESSER II
			Coaching for Instructional Coaches		KAS Aligned Curriculum PLC’s	30-60-90 day planning		Title I, Title II, ESSER II – IC Salaries and travel
	KCWP 2: Design and deliver instruction by adjusting curriculum for accelerated learning.  KCWP5: Design and deliver support by providing professional coaching.		Administrative coaching for principals.		KAS Aligned Curriculum 30-60-90 Plans PLC’s	30-60-90 day planning		Title II - Travel
			Administrative coaching for director of curriculum, assessment and instruction.		District 30-60-90 plan KAS Aligned Curriculum	Bi-weekly meetings to review progress of each building.		Title II - Travel
Objective 2: By May 2022, all students will decrease Novice by 10% in each content area.	KCWP 5: Design and deliver support. Provide Tier 2 and Tier 3 interventions. Offer extended school services.		Provide content specific interventionists for elementary students.  Provide instructional assistants to help facilitate small group instruction.		CASE and iReady data will show a decrease in novice scores.	District CASE and iReady data		Title I, Title V, ESSER II, ESS Funding

		Use iReady personalized learning lesson resources and online adaptive learning.			ESSER, Title I, Title V
	Planning for effective instruction. Implement evidence-based instructional strategies.	Create monthly walk-throughs at each school.	District walk through instrument.	Meeting agendas and notes.	
		Director of curriculum, instruction and assessment will observe every classroom in the district.	Completed plan for observations. Provide feedback for all teachers.	Data recorded on the planning matrix. 30-60-90 day planning.	
		Continue training with KDE continuous improvement coaches.	New strategies being used in classrooms.	District walk-through data.	
	Design and implement district wide instructional protocol.	Train building admin, instructional coaches and teachers on the elements of effective teaching. Mike Schmoker, “FOCUS” book study.	Published instructional protocol for the district	District walk-through data with instructional protocol “look fors.” 30-60-90 day planning	ESSER II

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, Gallatin County Schools will increase the students scoring proficient in Science, Social Studies and Writing as measured by state-required academic assessments.											
Science	Elementary	Middle	High	Social Studies	Elementary	Middle	High	Writing	Elementary	Middle	High
2021 Actual	20.8%	8.7%	15.5%	2019 Actual	66.9%	62.3%	NA	2021 Actual	54.1%	54.7%	60.2%
2024 Goal	35.8%	23.7%	30.5%	2024 Goal	72.9%	69.2%	NA	2024 Goal	69.1.7%	69.7%	75.2%
Objective		Strategy		Activities		Measure of Success		Progress Monitoring		Funding	
Objective 1 By May 2022, Gallatin County Schools will increase the percent of students scoring proficient in separate academic indicators.		Align assessment items to the level of intended rigor. KCWP 4 KCWP 2		Use CASE assessment item banks to develop formative assessments that are aligned with grade level expectations.		Teachers will have formative assessments entered into MasteryConnect.		Student progress on each standard can be measured through the MasteryConnect learning platform.		Title I, ESSER II	
				Use CASE benchmark assessment data to identify areas of need.		Improved achievement on each of the benchmark assessments.		There will be three benchmark assessments.		Title I, ESSER II	

	Use Evidence-Based Instructional Practices	School teams will review the three available EBIP’s on the <a href="#">KDE website</a> .	Recorded evidence of the use of evidence-based instructional practices observed during district walk-through observations.	Monthly walk through observations.	Title I, ESSER II
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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).

Objective				Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1 By 2024, Gallatin County Schools will increase the number of English language learners plus monitored scoring proficient in reading and math.				KCWP 6: Establish Learning Culture and Environment. Develop and implement consistent classroom expectations rooted in SEL to ensure a positive, safe learning environment.	Development of MTSS guide and a district MTSS team to monitor academic and behavioral data of all students, especially special populations. The district team will provide resources for schools to offer needed supports.	Fully developed MTSS guide for the district.	The district and school level MTSS teams will monitor academic data with each CASE Benchmark and iReady Diagnostic.  Meeting agendas and notes.	ESSER				
									Goals	ES	MS	HS
									RD	40%	30%	15%
									Math	38%	25%	15%

#### 4: Growth

Goal 4 (State your growth goal.): By spring of 2024, decrease novice/apprentice in reading and math by 20% in each school as measured by state required assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By spring of 2022 decrease novice/apprentice in reading and math by 5% as measured by state required assessments.	KCWP 2: Implement a system for designing and delivering high quality tier 1 instruction in order to increase student achievement.	All teachers will be trained on the basic elements of effective teaching.	Training agendas and notes. Walk-throughs	30-60-90 day planning	ESSER
		The district will provide clarity, consistency, collaboration and calibration by developing and implementing an instructional protocol system.	One page published document that details the district instructional protocol.	30-60-90 day planning	ESSER

#### 5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2024, Gallatin County Schools will increase the transition readiness index to 80 as measured by state accountability calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, Gallatin County Schools will increase the transition readiness index to 64.	KCWP6: Establishing Learning culture and environment to ensure that all available resources are deployed to assist students in need.	(Process) The HS will develop a program in cooperation with local business and industry that gives students opportunities to visit and tour all local facilities.	Number of students participating in tours.	Tour opportunities will be offered monthly.	Locally funded.
		Maintain career pathways by maintaining the employment of elective teachers.	Number of career pathways offered and the number of students in those pathways.	TEDS reports	Carl Perkins ESSER

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2023, Gallatin County Schools will increase the Graduation Indicator to 97 as measured by state accountability calculations. The 4 Year Cohort rate will increase from 89.9% to 90.8%. The 5 Year Cohort rate will increase from 92.6% to 93.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, Gallatin County Schools will increase the graduation indicator to 93.  4 Year Cohort Rate Goal = 90.1%  5 Year Cohort Rate Goal = 92.8%	KCWP6: Establishing a learning culture and environment to ensure that all available resources are deployed to assist students in need.	(Condition) The school will develop a systems of support for students that miss multiple days of school. School admin and FYRC coordinator will conduct home visits when students are missing school.	Student attendance records, IC grade performance	Student attendance will be monitored daily and home visits will be conducted weekly.	
		(Practice) The school will offer a virtual learning program for students that face significant barriers in the traditional classroom placement. A certified teacher will be assigned to all virtual learning placements.	Edgenuity reports, IC grade performance, credits awarded	Weekly reports will indicate adequate performance. Students not meeting prearranged performance goals will receive adjustments to their virtual learning and teacher contact schedule.	General Funds, Title Funds
		Additional SEL supports will be provided through PBIS strategies. Wellness room, Renew Academy, PBIS Store, Check in - check out	Reduced number of absences and discipline referrals. Increased number of credits earned during regular school hours.	Persistence to graduation report. Absentee reports.	ESSER