Allen County Primary Center 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**.

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

- The required school goals include the following:
  - For elementary these include proficiency, separate academic indicator (NA), achievement gap, and, growth (NA).

1: Proficiency

| Goal 1 (State your proficiency goal.): Allen County Primary Center will increase the number of students scoring proficient and distinguished in reading and math on state assessment scores for 3rd graders from 44.4% in 2018-2019 to 69.3% by 2024. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 25% points, with targeted improvement of 6.5% points annually: ACPC 44.3% to 69.3%	KCWP 1: Design and Deploy Standards	The CAO, School principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	$0
		Training will be provided during the summer and throughout the year on standards alignment.	Lesson plan data, lesson study data, observation data	Monthly: Principals and instructional coaches will monitor and provide feedback	$0
		The CAO will work with principals and instructional coaches to ensure curriculum is research/evidenced-based and aligned to the standards	Adoption and implementation of curriculum- including phonics instruction	Monthly: Guided planning with the instructional coach will ensure fidelity of implementation	Section 6 funds, title funds, ESSER
	KWCP 2: Design and Deliver Instruction	Teachers will have training in how to teach reading at to grades K-3rd that includes the five components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension)	Observation data, video reflections, coaching data, walkthroughs	Observations by school admin and instructional coaches: Quarterly reviews of videos of coaching data, Instructional coaches, principals, and CAO	Title funds, RLI funds, ESSER funds
		Purchase of resources at ACPC in phonics, phonemic awareness to assist teachers in teaching through explicit instruction	Purchase and implementation data	Ongoing: Instructional coaches will recommend resources and provide support and coaching to all teachers to implement resources effectively.	Section 6 funds, ESSER funds, Title funds
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will participate in a training on assessment literacy. Training will include alignment between standards and assessments, backward design, and the identification of rigor of assessment items. Instructional coaches will provide ongoing support to teachers to ensure alignment	Professional learning survey and feedback forms, implementation data from instructional coaches	Daily: Instructional coaches and principal observation data, common formative assessment/PLC data	Title funds, RLI, ESSER funds

	KWCP 5: Design, Align, and Deliver Support	We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses	Choices will be competency-based and teachers can earn badges upon successful completion	Reflection of learning and observation data	Title funds, RLI, ESSER funds
	KCWP 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of students	PLC meeting minutes/notes, observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback	$0
		PLCSs will analyze the current reality of the PLC/Data Teams and identify next steps in moving to more effective teams	PLC continuum	Ongoing Principals and Instructional Coaches will provide feedback	$0
		Training will be provided to Instructional Coaches and all new teachers. Instructional coaches will participate in and help facilitate effective PLC/Data Teams	Attendance at training, reflections, observation data	District personnel will train instructional coaches and new teachers	ESSER funds
		Staff will utilize STAR and Case 21 as part of monitoring progress throughout the school year	STAR data, CASE 21 data, progress monitoring tools	Principals, Instructional Coaches, and District Admin will review and provide feedback	Section 6 funds, Innovative Approached to Literacy Funds
Objective 2: The percentage of students scoring proficient and distinguished in Math will increase by 6.5% points annually from 44.3% in 19-20 to 57.3% in 2022.	KCWP 1: Design and Deploy Standards	Various training for core instruction (Tier I) that includes; Content training, prioritizing standards, and deconstructing standards, including identifying the rigor of each standard	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals and instructional coaches	Section 6 funds, Title funds
		School leaders and instructional coaches will ensure curriculum are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans	Walk-through data, lesson study data, observation data	Ongoing: Instructional coaches and principals will provide feedback on teaching mathematics	Section 6, Title funds, ESSER funds
	KCWP 2: Design and Deliver Instruction	Teachers will have training in teaching mathematics and Stand for Mathematical Practice (how to teach math conceptually)	Attendance reflections, classroom observations	Ongoing: Instructional coaches and school admin will provide feedback on teaching mathematics	Section 6, Title funds, ESSER funds
		Teachers will learn new instructional strategies to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning	Teaching strategies, STAR data, Google survey data, KPREP data, Case 21 data	Monthly: Principal walk-throughs, impact checks	Title funds, ESSER funds
	KCWP 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of students	PLC meeting minutes/notes, observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback	$0

		PLCSs will analyze the current reality of the PLC/Data Teams and identify next steps in moving to more effective teams	PLC continuum	Ongoing Principals and Instructional Coaches will provide feedback	$0
	KCWP 5: Design, Align, Deliver Support	All instructional coaches and representatives from ACPC will receive training on providing high-impact instruction to vulnerable populations, including special education and EL students. They will share strategies with all teachers. ACPC will be trained in MTSS.	Attendance at professional learning, reflections, implementations of strategies	Observation data, formative assessment data, STAR, Case 21, and specific group data	Title funds, ESSER funds
		Provide interventions to students not mastering standards (Tier II and III). Groups will be identified through benchmark assessments, standards, and classroom work	STAR, Case 21, unit/formative assessments, observation data	Daily intervention instruction, school admin and instructional coaches providing support and feedback	Title funds, ESS funds, ESSER funds
		We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses	Choices will be competency-based and teachers can earn badges upon successful completion	Reflection of learning and observation data	Title funds, RLI, ESSER funds

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 1: All vulnerable groups at Allen County Primary Center will increase proficiency by 5% points in Reading and Math annually, with a total of 20% points increase from 2021 to 2024, as measured by state data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with IEPs will increase proficiency by 5% points annually. ACPC from: 10.3% to 15.3% in Reading 17.2% to 22.2% in Math	KCWP 4: Review, analyze, and apply data	Training on effective PLC/Data Teams will be provided to Instructional Coaches and select teachers and leaders from ACPC	Reflection, next step plans for improvement	District admin will complete the training, school admin and instructional coaches will monitor implementation	$0
		PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit individual student needs. Instruction will be differentiated based on data	STAR reports, CASE 21 reports, common formative, unit data, observation data, PLC agendas/minutes	Instructional coaches and school admin will monitor PLC meetings and provide coaching and feedback to teacher leaders for improvement	$0
		Implementation and Impact checks will occur at ACPC, implemented by District staff, to provide specific feedback around equity, differentiation, effective instruction, etc..	Implementation checks and Impact checks documents	Ongoing: District teams completing checks. Instructional coaches providing follow-up and support	$0
	KCWP 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment	ACPC will continue providing Trauma Informed Care training to all teachers	Varied approaches to supporting students, teacher attendance, shift to a learning mindset. Reduction in behavior referrals and increased mental counseling	Ongoing: School and district leaders will monitor implementation and support teachers throughout their learning	IDEA funds, Title funds
		ACPC will daily implement SEL curriculum Sanford Harmony, K-3rd	Decreased classroom behavior data reported by teachers, reduced office referrals	PBIS team monitor implementation and offer support	School activity funds, Section 6 funds,

Goal 1: All vulnerable groups at Allen County Primary Center will increase proficiency by 5% points in Reading and Math annually, with a total of 20% points increase from 2021 to 2024, as measured by state data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: ACPC economically disadvantaged students will increase proficiency by 5% points annually, totaling a 20% point increase by 2024. Reading from 13.5 to 18.5 Math from 20.2 to 25.2 Objective 3	KWCP 4: Review, Analyze, and Apply Data	Training on effective PLC/Data Teams will be provided to instructional coaches and select teachers and leaders from each school.	Reflection, next step plans for improvement	District admin will complete the training, and school leaders will monitor the implementation of effective PLCs/Data Teams	ESSER
		PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	STAR reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	$0
	KCWP 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment	ACPC will continue providing Trauma Informed Care training to all teachers	Varied approaches to supporting students, teacher attendance, shift to a learning mindset. Reduction in behavior referrals and increased mental counseling	Ongoing: School and district leaders will monitor implementation and support teachers throughout their learning	IDEA funds, Title funds
		ACPC will daily implement SEL curriculum Sanford Harmony, K-3rd	Decreased classroom behavior data reported by teachers, reduced office referrals	PBIS team monitor implementation and offer support	School activity funds, Section 6 funds,
		ACPC will purchase materials to increase awareness of being a PBIS school including making expectations more visible throughout common areas of the school	Posters, banners, etc... visible throughout the common areas of ACPC	PBIS team monitor implementation and offer support	School activity funds

7: Other (Optional)

Goal (State your separate goal.):Allen County Primary Center will increase Kindergarten Readiness from 60.4 in 2021 to 75 by 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Incoming Kindergartners that attended ACPC Preschool will score 75% ready for Kindergarten in the fall of 2022 (69.6 in the fall of 2021).	KCWP 1: Design and Deploy Standards	Implementation of the Preschool curriculum	Student growth, class walkthroughs, evaluations	Ongoing with Preschool teachers and Mrs. Davis, School Preschool Coordinator	$0
	KCWP 4: Review, analyze, and apply data	Preschool teachers will collaborate weekly to review and analyze student data	Data PLC Notes and agenda	Weekly PLC meetings- every Friday	$0
	KCWP 5: Design, Align, and deliver support	Assistant Principal assigned to preschool for 40% of the time	Evaluations, discipline referrals	Ongoing: Implementation of	Preschool
Objective 2 All other Kindergarten students will increase will score 75% reading in the fall of 2022 (68.3% in fall of 2021)	KCWP 5: Design, Align, and deliver support	Little Patriots Learners in conjunction with Family Enrichment Center Kindergarten readiness materials distributed to parents and community stakeholders through various outreach opportunities	Number of families being served by this program Number of attendees at events and materials distributed	Quarterly reviews Ongoing	United Way Grant

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
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.	☒
		☐
		☐
		☐
		☐