

## Lakewood Elementary 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

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 60.1% to 71% and in Math from 54.8% to 67.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, students scoring proficient/distinguished in Reading will increase from 60.1% to 61.9%.	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"><li>• Learning Targets/Success Criteria</li><li>• Higher Order Questioning</li><li>• Compare and Contrast</li><li>• Vocabulary Strategies</li><li>• Orton Gillingham</li></ul>	Increase in students performing at or above grade level as measured by iReady, Phonics Continuums and Fluency Assessments	Measured three times per year (Fall, Winter and Spring) with iReady data, District Phonics Continuum for grades K-2, District Fluency Assessments for grades 2-5	Professional Development Title I ESSER Funds RTA Funds
	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"><li>• Pacing Guides</li><li>• Lesson Plans on Team Drive</li><li>• Alignment to Resources (HMH Journeys, iReady, Reading Counts, Lexia, etc.)</li></ul>	Pacing Guides Lesson Plans PLC Minutes	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Professional Development Title I ESSER Funds
		Ensure that students and staff have access to 21st century technology resources and tools to enhance reading instruction and promote student engagement. <ul style="list-style-type: none"><li>• HCS Innovate Fellow</li><li>• Google Educator Certification</li><li>• Chromebooks 1:1</li><li>• Online reading software licenses</li></ul>	Increase or high usage of technology resources	Measured annually using usage reports and/or student performance reports from online software programs (i.e. Lexia, iReady, Reading Counts, etc.)	KETS Title I Professional Development ESSER Funds
Objective 2: By 2022, students scoring proficient/distinguished in Math will increase from 54.8% to 56.9%.	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"><li>• Learning Targets/Success Criteria</li></ul>	Increase in students performing at or above grade level as measured by iReady	Measured three times per year (Fall, Winter and Spring) with iReady data	Professional Development Title I ESSER Funds

		<ul style="list-style-type: none"><li>• Higher Order Questioning</li><li>• Compare and Contrast</li><li>• Vocabulary Strategies</li></ul>			
	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"><li>• Pacing Guides</li><li>• Lesson Plans on Team Drive</li><li>• Alignment to Resources (Curriculum Associates, iReady, Reflex, etc.)</li></ul>	Pacing Guides Lesson Plans PLC Minutes	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Professional Development Title I ESSER Funds
		Ensure that students and staff have access to 21st century technology resources and tools to enhance mathematics instruction and promote student engagement. <ul style="list-style-type: none"><li>• HCS Innovate Fellow</li><li>• Google Educator Certification</li><li>• Chromebooks 1:1</li><li>• Online math software licenses</li></ul>	Increase or high usage of technology resources	Measured annually using usage reports and/or student performance reports from online software programs (i.e. iReady, Reflex, etc.)	KETS Title I Professional Development

2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 30.6% to 49.5%, from 41.5% to 57.5% in Social Studies, and from 57.5% to 69.1% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, students scoring proficient/distinguished in Science will increase from 30.6% to 40.6%.	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"><li>Pacing Guides</li><li>Lesson Plans on Team Drive</li><li>Alignment to Resources (Generation Genius &amp; Mystery Science)</li></ul>	Lesson Plans Pacing Guides PLC Minutes	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Title I ESSER Funds
		Determine if assessments (Through Course Tasks) reflect the learning targets students have had the opportunity to learn. <ul style="list-style-type: none"><li>TCT Student Work Analysis</li></ul>	PLC Minutes Student Work Samples		None
Objective 2: By 2022, students scoring proficient/distinguished in Social Studies will increase from 41.5% to 44.2%.	KCWP1	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. <ul style="list-style-type: none"><li>KDE Standards Resources</li><li>District Curriculum Maps</li><li>Alignment to Resources (Social Studies Alive)</li></ul>	Lesson Plans Pacing Guides PLC Minutes	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Professional Development ESSER Funds
		Determine if assessments reflect the learning targets students have had the opportunity to learn. <ul style="list-style-type: none"><li>Student Work Analysis</li></ul>	PLC Minutes Student Work Samples		
Objective 3: By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 57.5% to 67.5%.	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"><li>School writing plan</li><li>Alignment to resources (Journeys)</li></ul>	Lesson plans Pacing guides PLC Minutes  100% of students will have a completed writing portfolio	PLC Minutes and lesson plans reviewed by school leadership on regular basis  Portfolio checks occur twice each year with feedback given to teachers	
	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies:	Walkthrough Data Lesson plans Student Work Samples	PLC Minutes and lesson plans reviewed by school leadership on regular basis	

		<ul style="list-style-type: none"><li>• 4-Square Writing</li><li>• On-Demand Writing Checklists and Live Scoring Sessions</li><li>• Peer Editing</li></ul>			
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3: Achievement Gap

Goal 3: By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.6% to 45.9% and from 25.6% to 45.9% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.6% to 29%.	KCWP4	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. <ul style="list-style-type: none"><li>Station Model Co-Teaching Accountability</li><li>Student Data Chats</li></ul>	Lesson Plans Walkthrough Data PLC Minutes 100% of students will have data chats during the year with staff and/or parents	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Title I ESSER Funds
		Develop a progress monitoring system to monitor standards mastery for each student. <ul style="list-style-type: none"><li>Exit Slips Aligned to Learning Targets and Monitored Daily</li><li>Reteach opportunities provided daily during WIN time</li></ul>	Exit Slips Lesson Plans PLC Minutes		
Objective 2: By 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 25.6% to 29%.	KCWP4	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. <ul style="list-style-type: none"><li>Station Model Co-Teaching Accountability</li><li>Student Data Chats</li></ul>	Lesson Plans Walkthrough Data PLC Minutes 100% of students will have data chats during the year with staff and/or parents	PLC Minutes and lesson plans reviewed by school leadership on regular basis	Title I
		Develop a progress monitoring system to monitor standards mastery for each student. <ul style="list-style-type: none"><li>Exit Slips Aligned to Learning Targets and Monitored Daily</li><li>Reteach opportunities provided daily during WIN time</li></ul>	Exit Slips Lesson Plans PLC Minutes		

4: Growth

Goal 4: By 2025, the Growth rate for all students in Reading and Math will increase from 50.2 to 62.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, the Growth rate for all students in Reading and Math will increase from 50.2 to 55.7.	KCWP5	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.. <ul style="list-style-type: none"><li>What I Need Time (intervention/enrichment time daily for ALL students)</li><li>Reading interventionist, speech/language interventionist, writing interventionist, math interventionist</li><li>Multi-Tiered Systems of Support (MTSS) Plan and Quarterly Student Data Meetings with Interventionist Team</li><li>Extended school opportunities (after/before school programs, daytime waiver, summer learning)</li></ul>	Percent of students exiting interventions increases  Increase in iReady scores (student growth)	Monitored quarterly using MTSS progress monitoring and iReady scores	Read to Achieve Grant ESS Title I ESSER Funds
	KCWP6	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom <ul style="list-style-type: none"><li>Positive Behavior and Intervention Support Systems</li><li>Social Emotional Learning (Sanford Harmony)</li><li>Close Gap</li><li>Discipline Policy</li><li>Class Dojo</li><li>House System</li></ul>	Decrease in student office referrals  Increase in parent communication  Increase in student points earned in house system	Monitored monthly using PBIS data reports from Learning Environment committee, Class Dojo summaries, and LiveSchool reports	Title I Professional Development
		Ensure that students have work ethic skills that demonstrate leadership in school and in the community. <ul style="list-style-type: none"><li>Work Ethic Standards (Hardin County Schools Great 8)</li><li>Work Ethic Certification</li></ul>	Student progress reports	Percent of students earning work ethic certification in 5th grade	Title I ESSER Funds