# New Highland Elementary School 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 indicators, achievement gap, and growth.
  - For high school, these include proficiency, separate academic indicators, 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 indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, 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, students will increase from 52.9% to 65.7%  proficiency in Reading.
By 2025, students will increase from 47.6% to 61.9% proficiency in Math.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br><br>By 2022, students scoring proficient/distinguished in reading will increase from 52.9%  to 55%. | KCWP 2: Design and Deliver Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. | iReady Diagnostics<br><br>Walkthroughs<br><br>Lesson Plans<br><br>Learning Check Data<br><br>PLC student work samples | iReady data- analyzed during PLC meetings (teachers and administration)<br><br>Learning Check Data- analyzed monthly at PLC meetings (teachers and administration)<br><br>Friday Assessment Folders- analyzed weekly (teacher and administration) | Title I<br>21 Century Grant<br>Title II<br>PPA<br>District Funds |
| | KCWP 3: Design and Deliver Assessment Literacy<br><br>KCWP 4: Review, Analyze, and Apply Data | Teachers will give monthly common assessments. Administration and teachers will analyze the common assessment data monthly during PLC meetings and make adjustments to instruction. | Lesson Plans<br><br>Learning Check Data<br><br>PLC student work samples | Learning Check Data- analyzed monthly at PLC meetings (teachers and administration)<br><br>Friday Assessment Folders- analyzed weekly (teacher and administration) | Title I<br>21 Century Grant<br>Title II<br>PPA<br>District Funds |
| **Objective 2**<br><br>By 2022, students scoring proficient/distinguished in math will increase from 47.6% to 50%. | KCWP 2: Design and Deliver Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. | iReady Diagnostics<br><br>Walkthroughs<br><br>Lesson Plans<br><br>Learning Check Data<br><br>PLC student work samples | iReady data- analyzed during PLC meetings (teachers and administration)<br><br>Learning Check Data- analyzed monthly at PLC meetings (teachers and administration)<br><br>Friday Assessment Folders- analyzed weekly (teacher and administration) | Title I<br>21 Century Grant<br>Title II<br>PPA<br>District Funds |
| | KCWP 3: Design and Deliver Assessment Literacy | Teachers will give monthly common assessments. Administration and teachers will analyze the common | Lesson Plans<br><br>Learning Check Data | Learning Check Data- analyzed monthly at PLC meetings (teachers and administration) | Title I<br>21 Century Grant<br>Title II |

| | KCWP 4: Review, Analyze, and Apply Data | assessment data monthly during PLC meetings and make adjustments to instruction. | PLC student work samples | Friday Assessment Folders- analyzed weekly (teacher and administration) | PPA District Funds |
|---|---|---|---|---|---|

## 2: Separate Academic Indicator

**Goal 2:**
By 2025, students scoring proficient/distinguished in Science will increase from 32.4% to 50.8%.
By 2025, students scoring proficient/distinguished in Social Studies will increase from 32.0% to 50.8%.
By 2025, students scoring proficient/distinguished in Writing will increase from 53.3% to 66.0%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br><br>By 2022, students scoring proficient/distinguished in Science will increase from 32.4% to 35.5%. | KCWP 1: Design and Deploy Standards | Teachers will participate in Science PLCs at the district level. | Lesson Plans<br><br>Pacing Guides | Weekly/Monthly | Title I<br><br>PPA<br><br>District Funds |
| | KCWP 2: Design and Deviever Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies:<br>● Pacing guides<br>● Kagan cooperative learning strategies<br>● Alignment to resources (TCI Science Alive curriculum) | Lesson Plans<br><br>Pacing Guides<br><br>PLC Minutes<br><br>Walkthroughs<br><br>Friday Assessment Folders | Weekly/monthly | Title I<br><br>PPA<br><br>District Funds |
| Objective 2<br><br>By 2022, students scoring proficient/distinguished in Social Studies will increase from 32.0% to 35.1% | KCWP 1: Design and Deploy Standards | Teachers will participate in Social Studies PLCs at the district level. | Lesson Plans<br><br>Pacing Guides | Weekly/Monthly | Title I<br><br>PPA<br><br>District Funds |
| | KCWP 2: Design and Deviever Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies:<br>● Pacing guides | Lesson Plans<br><br>Pacing Guides<br><br>PLC Minutes<br><br>Walkthroughs | Weekly/monthly | Title I<br><br>PPA<br><br>District Funds |

| | | | | | |
|---|---|---|---|---|---|
| | | ● Kagan cooperative learning strategies<br>● Alignment to resources (Social Studies Curriculum) | Friday Assessment Folders | | |
| Objective 3<br><br>By 2022, students scoring proficient/distinguished in | KCWP 1: Design and Deploy Standards | Teachers will participate in Writing PLCs at the district level (Google Shared Drive). | Lesson Plans<br><br>Pacing Guides | Weekly/Monthly | |
| | KCWP 2: Design and Deviever Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies:<br>● Pacing guides<br>● Kagan cooperative learning strategies<br>● Alignment to resources (NHES Writing Pacing Guide, District shared Google Drive for Writing) | Lesson Plans<br><br>Pacing Guides<br><br>PLC Minutes<br><br>Walkthroughs<br><br>Friday Assessment Folders<br><br>Weekly RACE questions | Weekly/monthly | Title I<br><br>PPA<br><br>District 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).

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br><br>By 2021, all students identified as economically disadvantaged in reading will increase from 44.9% to 47.4%. | KCWP 4: Review, Analyze, and Apply Data | PLCs will meet bi-monthly to pre and post test data, iReady data, and other to identify students needing additional interventions and design instruction to best meet the needs of all students. | iReady data<br><br>Formative Assessment Data<br><br>Progress Monitoring Data | iReady Data<br><br>PLC Meetings | General Funds<br><br>Title Funds |
| | KCWP 2: Design and Deliver Instruction | Ensure ongoing professional development in the area of best practice high yield instructional strategies (GRREC, Kagan, Thoughtful Education, PLC training, KSI, classroom visits, master schedule) | State Assessments<br><br>PLC Agendas<br><br>Professional Development Opportunities<br><br>Walkthroughs | Ongoing | General Funds<br><br>Title Funds |
| | | After school homework help and tutoring will be offered for targeted students in the areas of reading and math. | Walkthroughs | Ongoing | 21st Century Grant<br><br>Title Funds<br><br>General Funds |
| **Objective 2**<br><br>By 2021, all students identified as economically | KCWP 4: Review, Analyze, and Apply Data | PLCs will meet bi-monthly to pre and post test data, iReady data, and other to identify students needing additional interventions and design | iReady data<br><br>Formative Assessment Data | iReady Data<br><br>PLC Meetings | General Funds<br><br>Title Funds |

| | | instruction to best meet the needs of all students. | Progress Monitoring Data | | |
|---|---|---|---|---|---|
| disadvantaged in math will increase from 40.4% to 43.1%. | KCWP 2: Design and Deliver Instruction | Ensure ongoing professional development in the area of best practice high yield instructional strategies (GRREC, Kagan, Thoughtful Education, PLC training, KSI, classroom visits, master schedule) | State Assessments  PLC Agendas  Professional Development Opportunities  Walkthroughs | Ongoing | General Funds  Title Funds |
| | | After school homework help and tutoring will be offered for targeted students in the areas of reading and math. | Walkthroughs | Ongoing | 21st Century Grant  Title Funds  General Funds |
| | | | | | |
| Objective 3 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## 4: Growth

Goal 4: By 2025, all student growth rate indicator will increase from 69.5 to 77.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
|-----------|----------|------------|--------------------|--------------------|---------|---|
| Objective 1: By 2021, the growth rate for all students in the area of Reading and Math will increase from 69.5 to 71. | KCWP 4: Review, Analyze, and Apply Data | Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards (GRREC, Kagan, PlC training, ESS, RTI, Classroom visits, Master schedule) | State assessments PLC agendas Professional Learning Opportunities Walkthroughs | iReady Data Walkthroughs PLC Mins | General funds Title I Funds | |
| | KCWP 2: Design and Deliver Instruction | Ensure ongoing professional development in the area of best practice high yield instructional strategies to aid in curricular (GRREC, Kagan, PLC training, ESS, RTI, Classroom visits, Master schedule) | State assessments PLC agendas Professional Learning Opportunities Walkthroughs<br><br>Principal, AP, Instructional Staff | iReady Data Walkthroughs PLC Mins | General funds Title I Funds | |
| | | Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides. | State assessments PLC agendas Professional Learning Opportunities Walkthroughs<br><br>Principal, AP, Instructional Staff | iReady Data Walkthroughs PLC Mins | General Funds Title Funds | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## 7: Other (Optional)

| Goal 7 (State your separate goal.): | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**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? <br> **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. <br> **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. | ☒ |
| | | ☐ |
| | | ☐ |
| | | ☐ |
| | | ☐ |