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.

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/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

Explanations/Directions

Goal: Include 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. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase proficiency indicators in math as measured by MAP in grades 1-5 to 80% of students at or above the 50th percentile by Spring of 2024.
Percentage of students at or above 50th percentile on math MAP: Spring 2021 (63%), Spring 2022 (68%), Spring 2023 (74%), Spring 2024 (80%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency indicators in math as measured by MAP in grades 1-5 to 68% of students at or above the 50th percentile by Spring of 2022.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Math embedded with school announcements	Admin team agendas	Monthly	N/A
		Teacher developed math tutorial videos	Lesson plans, walk-throughs	Monthly	N/A
	KCWP 4: Review, analyze, and apply data. Create and support school-wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction and determine professional learning needs.	Math focus for intermediate students in summer school	Lesson plans, newsletters	Yearly	
		Family math night - opportunity to engage families in current math instruction	Newsletters, website, parent feedback	Yearly	Parent Involvement Funds / FRC
		Specified time for PLCs about math monthly	PLC agendas, observations	Monthly	N/A
		Implementation of new math intervention - Bridges	Lesson plans, walk-throughs	Monthly	ESSER Funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in writing as measured by school established on-demand writing prompts administered twice each year for students in grade 2-5. Writing proficiency will increase by three percentage points each of the next four years. Spring 2021 (59%), Spring 2022 (63%), Spring 2023 (66%), Spring 2024 (69%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in writing as measured by school established on-demand writing prompts administered twice each year for students in grade 2-5. Writing proficiency will increase by three percentage points each of the next two years. By Spring of 2022 writing proficiency in grades 2-5 will be 63%.	KCWP 4: Students will be guaranteed opportunities to become proficient writers through systematic data analysis and intervention by teachers through regular classroom instructional time.	Classroom writing contest - Students would be able to share with classmates	Lesson plans, observations	Weekly	N/A
		Writing to show thinking - have this be the final step to most reading and math success criteria	Lesson plans, observations, PLCs	Weekly	N/A
		Fifth grade students assigned staff mentors to help with on-demand writing	Faculty agenda, lesson plans	Monthly	N/A
		Professional developments led by Smekens focused on writing	Observations, walk-thoughs, on-demand prompts	Twice Yearly	ESSER Funds
		District curriculum map that is consistent with new Six Traits thinking	Curriculum map	Yearly	N/A

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase proficiency indicators in reading and math for students with disabilities as measured by MAP in grades 1-5.

Percentage of students with disabilities at or above 50th percentile on reading MAP: Spring 2021 (53%), Spring 2022 (60%), Spring 2023 (67%), Spring 2024 (74%).

Percentage of students with disabilities at or above 50th percentile on math MAP: Spring 2021 (47%), Spring 2022 (54%), Spring 2023 (61%), Spring 2024 (68%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency indicators in reading and math for students with disabilities as measured by MAP in grades 1-5. Reading: From 46% to 60% by spring 2022 Math: From 40% to 54% by spring 2022	Ensure Tier 1 curriculum is accessible to all students via the co-teaching model. Instruction and assessments meet the intent and rigor of the standards.	PLCs - Discuss modifications with the group so that it best meets the needs of the students	PLC agendas, observations	Monthly	N/A
		Designate a monthly time for homeroom teachers to meet with special education case managers to discuss student needs	Master schedule, lesson plans	Monthly	N/A
	Create, monitor, and refine systems and processes to ensure IEP goals are relevant, rigorous, aligned with standards, and monitored.	SpEd case managers arrange for times to discuss upcoming units with homeroom teachers prior to starting them in the classroom	Master schedule, lesson plans	Monthly	N/A

4: Growth

Goal 4 (State your growth goal.): Increase overall community engagement in activities held at Southside Elementary as measured by the total number of community participants in those events over the course of a school year.

Increased overall participation by families/community will be measured by the number of families participating in each type of event.

By Spring of 2023, we will have 2% of families represented in at least one PTO Meeting over the course of the year, Spring of 2024 (3%), Spring of 2025 (4%).

By Spring of 2023, we will have 20 family members volunteer to be a Watch DOG, Spring of 2024 (25), Spring 2025 (30).

By Spring of 2023, we will have 85% or more of families participate in at least one community event at Southside, Spring of 2024 (88%), Spring 2025 (91%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase community engagement in activities held at Southside such as: PTO meetings, Family Fun Nights, Watch DOG events, and educational events.	KCWP 6: Establish a learning culture and environment. Processes are in place to communicate with and support families in order to address barriers to learning.	Have grade levels perform at PTO meetings.	PTO agendas, PTO meeting advertisements	Monthly	N/A
		Provide snacks for participants at PTO meetings.	PTO agendas, PTO meeting advertisements	Monthly	N/A
		Have PTO meetings immediately following other events at school.	PTO agendas, PTO meeting advertisements, master calendar	Monthly	N/A
		Hold a Watch DOG kickoff event to get volunteers to sign up for days.	Successful Watchdog events with 20+ families represented over the course of the year.	Yearly	N/A
		Advertise the functions of Watch DOGs through DOJO posts and school newsletters.	Dojo postings, Facebook, morning news blubs	Yearly	N/A
		Promote parent participation for community events.	Dojo postings, Facebook,	Monthly	N/A

			morning news blubs		
		Incentivizing students to encourage families to attend community events.	Collaboration with FRC and PTO to develop incentives to advertise to families	Monthly	PTO and FRC