

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. 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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , 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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):By 2024, 65% of all students in 3rd-5th grade will score Proficient/Distinguished in reading and math on state assessments(KSA and/or district interim assessments(MAP and Transcend.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P/D By 2022 for 44% of all students to score P/D on KSA and/or district interim assessments in ELA	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments	District Curriculum P-12 will be aligned in English/Language Arts Clarity for Learning Bookstudy	Curriculum Documents	PLC agendas/minutes Teaching and Learning monitoring and feedback, agendas/minutes Principal One to One Meetings	District Funded
		Amplify (K-5): After first year implementation, we will review curriculum documents and make adjustments as needed to ensure all standards are being implemented to strengthen tier 1 instruction. SPIRE - ELA Support Materials	100% of teachers will be able to unpack standards and create and instructional design	Curriculum Maps/Pacing Guides PLC agenda/minutes Sign-In Sheets	SPIRE - \$7000 Esser Funds
	KCWP 2: Design and Deliver Instruction in reading to ensure curriculum is taught at a high level of fidelity and is consistent at all grade levels and content areas.	Walkthroughs Next Steps Instructional Process to strengthen Tier 1 instruction All classrooms implementing CCI with fidelity.	Walkthrough Data CCI Data and Notes/Next-Steps	School Leadership Team minutes / agendas SBDM	
		(K-5)Bridges: After first year implementation, we will review curriculum documents and make adjustments as needed to ensure all standards are being implemented to strengthen tier 1 instruction.	Revised Documents and Pacing Guides Curriculum Documents		

		Math Curriculum (K-12): Curriculum Documents will be revised and vertically aligned during the regular content review to ensure that all standards are being implemented to strengthen tier 1 instruction.			
Objective 2 Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P/D By 2022 34% all students to score P/D on KSA and/or district interim assessments in math	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments	ESE and WI will be aligned in math. Coaches collaborate to share instructional plans, assessment data, etc.	Curriculum Documents	PLC Agendas/minutes Principal One to One Meetings	
		Bridges			
	KCWP 2: Design and Deliver Instruction in reading to ensure curriculum is taught at a high level of fidelity and is consistent at all grade levels and content areas.	Walkthroughs Next Steps Instructional Process to strengthen Tier 1 instruction EBIP Focus	Walkthrough Data CCI Data and Notes/Next-Steps	School Leadership Team minutes / agendas SBDM	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"> By 2024 65% of all students in 4th, 7th and 11th grades will score proficient/distinguished in Science on state assessments(KSA). By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Writing on state assessments(KSA). By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Social Studies on state assessments(KSA). 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science Develop, implement, maintain systems to support academic needs of students By 2022 32% of all students to score P/D on state science assessment and/or district interim assessments. Social Studies Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P/D By 2022 50% of all students to score P/D on state assessment and/or district interim assessments. Writing Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P/D By 2022 all students to score 43 % P/D on state	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments.	Science Project Lead the Way Amplify Science	Formative and Summative Activities	Formative and Summative Assessmnet Data Project Lead the Way Activities	Section 6 - Amplify Science
		CHARGE Grant Activities Clear Learning Targets	100% of teachers will be able to unpack standards and create and instructional design	Curriculum Documentation Pacing Guides Family Learning Nights	CHARGE Grant Family Resource Center Support for FLNights
	KCWP 4: Review, Analyze, and Apply Data Ensure Curriculum resources are of high quality and aligned to the rigor of the standards thus resulting in instruction that meets the needs of diverse students.	District Writing Plan Research Based Writing Skills and Activities Multi-Sensory Writing Activities	Multi Sensory Activities	Walkthrough Data Writing Pieces	

Goal 2 (State your science, social studies, and writing goal.):

- By 2024 65% of all students in 4th, 7th and 11th grades will score proficient/distinguished in Science on state assessments(KSA).
- By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Writing on state assessments(KSA).
- By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Social Studies on state assessments(KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessment and/or district interim assessments.					

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: Collaborate to decrease the average reading and math novice score by 6% by 07/01/2023 as measured by KSA Assessment (grades 3-5) and projected scores using previous years' data.	Assessment - ESE will utilize a variety of assessments to drive instruction in order to ensure continuous improvement in student learning.	Teachers will utilize common assessment data for reading and math to identify and measure strengths and areas of growth. Mastery for common assessments is 80% and above.	Assessment Data	Assessments will be given according to the Pacing Guide established in the summer of 2022. PLC Notes Leadership Meeting Discussion		
		ESE will analyze the universal screener data three times per year (fall, winter, and spring) to identify strengths and areas for growth in reading and math. Data will be used to design appropriate instruction (core, enrichment, and intervention).	Universal Screener Data	September, December, and May	District Funded	
			Classroom Data	Walkthrough data Feedback and Next Steps CCI Self Evaluation Tool CCI Level 1 School Evaluation Tool PLC Minutes		
		Utilize the CCI approach to actively involve students in their own learning.	100% of CCI teachers utilize CCI to fidelity in their classroom.	CCI Walkthrough Data 30-60-90		
Objective 2 Develop, implement, maintain systems to support academic needs of students to decrease the percentage of students scoring novice.	KCWP 4: Review, Analyze, and Apply Data Implement the CCI system to ensure that students are actively involved in their own education and utilize their assessment	Expand CCI teachers to include members from all schools Utilize the CCI approach to actively involve students in their own learning.	Minutes and Agendas Walkthrough data Lesson Plan Documents	Coaching notes Reflection Survey 30-60-90 Day Plans New Teacher Academy Agenda Minutes PLC Agenda / Minutes		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By 2022 23% of all students scoring novice on state assessment and/or district interim assessments in math	data to make changes to their learning.	Develop a CCI coaching / support system		Coaching Sessions / Follow-Up Sessions		
Objective 3 100% of teachers with 3 years or less experience will be trained in explicit instruction and utilize the explicit instructional model with fidelity to meet tier one educational needs of all students.	KCWP 2-Instruction is highly effective, culturally responsive, evidence based and provided to all students	Deeper Learning	Minutes and Agendas Walkthrough data Lesson Plan Documents	Coaching notes Reflection Survey 30-60-90 Day Plans New Teacher Academy Agenda Minutes PLC Agenda / Minutes Coaching Sessions / Follow-Up Sessions		
		New Teacher Academy		Agenda & Sign in Survey Reflection 30-60-90 Day Plans New Teacher Academy Agenda Minutes PLC Agenda / Minutes Coaching Sessions / Follow-Up Sessions		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, increase: <ul style="list-style-type: none"> the Climate score from 78.3 (high) to 82.0 (very high). the Safety score from 73.0 (low) to 82.0 (very high). 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year increase the Climate score from 78.3 to 82.0.	Ensure students develop their understanding of rules, awareness of how their behavior affects others, and the character strengths to help them act responsibly at school.	Include PBIS data in the classroom system.	Improved PBIS Data and number of students receiving behavior incentive awards.	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
	Communicate expectations and progress toward behavior goals to families.	Revise PBIS Lessons	PLC, Gap Goal Team, Lesson Plans in Google Drive	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
		Include families in PBIS reward planning	Agendas Sign-In Sheets	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
Objective 2 During the 2022-23 school year we will increase the Safety Score from 73.0 to 77.0.	Ensure students develop their understanding of rules, awareness of how their behavior affects others, and the character strengths to help them act responsibly at school.	Include PBIS data in classroom system	Learning Walks, Student Data Folders	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
		Retrain Staff in PBIS Expectations, Lesson Plans, etc.	Agenda Sign In Sheets Walkthrough Data	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
	Communicate expectations and progress toward behavior goals to families.	Develop clear behavior expectation progress report for each grade	PLC Expectation Document	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	
		Implement behavior progress reports with families.	Progress reports and survey data	30-60-90 Monthly Growth Goal Team, PBIS and MTSS Team, SBDM and Leadership Team	

SBDM Member Signature Page

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