

## 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.**

### 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

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Reading and math proficiency at Allen County Primary Center will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 4.8% in the 2022-2023 school year.  5 Year Outlook: 22-23- 40% to 44.8% 23-24- 44.8% to 49.6% 24-25- 49.6 to 54.4% 25-26 54.4% to 59.2% 267-27 59.2% to 64%	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, FastBridge data, MVPA data, and implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback led by principals	FastBridge - IAL Grant
		Ongoing work during the summer and throughout the year will take place with teachers on standards, vertical alignment, and unit planning.	Unit plan data, observation data	Monthly: Principals and instructional coaches will monitor and provide feedback	ESSER to pay for teacher time in summer
		Coaches and CAO will work with principals to ensure curriculum resources are evidence-based and aligned to the intent of the standards.	Adoption and implementation of curriculum and highly effective practices	Monthly: Guided planning with the instructional coach will ensure fidelity of implementation.	Section 6 funds, title funds
	KCWP 2: Design and Deliver Instruction	Teachers will have training in Reading/ELA <ul style="list-style-type: none"><li>How to teach reading (LETRS, phonics, phonemic awareness, etc.)</li></ul>	Observation data, walk-thru data, coaching data	Daily observations by principals and coaches; walk-thru data, coaching data, and observation data from instructional supervisor and CAO	Title funds
		Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for	Teaching strategies data, FastBridge data, Google survey data, KSA data	Monthly: Principal walk-throughs, district implementation and impact checks	Title funds, RLI funds IAL funds

Goal 1 (State your reading and math goal.): Reading and math proficiency at Allen County Primary Center will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		deeper learning, student-centered classrooms. (Blending boards, LETRS training, 95% Phonics, Kagan Engagement Strategies, Structured Literacy, Heggerty, and PBL)			
	KCWP 5: Design, Align, and Deliver Support	<p>We will provide personalized learning options for teachers that will be available synchronously, asynchronously through:</p> <ul style="list-style-type: none"> <li>• Book studies</li> <li>• External PDs</li> <li>• Learning Labs</li> <li>• Visits to successful schools</li> <li>• Asynchronous PD on the internal PD site</li> </ul>	<p>The CAO will be responsible. Timeline includes:</p> <p>Summer 2021 – Online platform with multiple choices available.</p> <p>2022 - 2023 - Teachers report, lead, and share learning with others in PLCs and staff meetings.</p> <p>2023 – 2024 Choices will be competency-based and teachers can earn badges upon successful completion.</p>	<p>Ongoing: Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year.</p> <p>Reflection of learning and observation data</p>	Title 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 all students.	PLC meeting observation data, PLC continuum/rubric	<p>Weekly: Principals and instructional coaches observe and provide feedback</p> <p>Quarterly: CAO attends PLC meetings and provides feedback</p>	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Training will be provided to new instructional coaches and principals in order to help facilitate effective PLC/Data Teams and then gradually release responsibility to teacher-led PLCs.	Attendance at training, reflections, observation data	Annually: CAO and/or Coaches will train new coaches and principals	\$0
	KCWP 3: Design and Deliver Assessment Literacy	We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change regularly, and students will be identified by standard and/or skills to ensure intentional and strategic support.	FastBridge data, common formative assessments, observation data	Weekly interventions will be provided, principals and school psychologists will monitor and provide ongoing support and feedback.  CAP Teams will monitor behavior data	ESS funds, Title funds, ESSER funds
Objective 2 Objective 2: The percentage of students scoring proficient and distinguished in Math will increase by 6.4% in the 2022-2023 school year.  5 Year Outlook: 22-23- 32% to 38.4% 23-24- 38.% to 44.8% 24-25- 44.8% to 51.2% 25-26- 51.2% to 57.6^ 267-27- 57.6% to 64%	KCWP 1: Design and Deploy Standards	Various trainings for core instruction (Tier I) and Tier II instruction that includes: Standards, Standards for Mathematical Practices, Teaching Math Conceptually, and support will be provided by district coaches.	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	Title funds, Section 6
		School leaders, and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data, co-planning data	Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback. District implementation and impact checks.	Section 6, Title funds, ESSER funds
		Math coaches will participate in training for Standards for Mathematical Practices and effective teaching practices with KCM	Attendance at training, implementation data with teachers	CAO and coaches will monitor progress	MAF grant, ESSER funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Coaches will work with teachers to train in teaching mathematics conceptually and Standards for Mathematical Practices	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will provide feedback during observations, PLCs, and planning	Section 6, Title funds, ESSER
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, Google survey data, KSA data	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds
		We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change regularly, and students will be identified by standard and/or skills to ensure intentional and strategic support.	FastBridge data, common formative assessments, observation data	Weekly interventions will be provided, principals and school psychologists will monitor and provide ongoing support and feedback.  CAP Teams will monitor behavior data	ESS funds, Title funds, ESSER funds
	KCWP 4: Review, Analyze, and Apply Data	PLC/Data Teams will meet weekly to discuss standards, common assessments, data, evidence-based instructional strategies, and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback; Superintendent and CAO work with coaches and principals to troubleshoot PLC issues	\$0
		PLCs/Data Teams will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC meeting notes	Ongoing: Principals and instructional coaches will provide feedback	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support	We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	Summer 2021 – Online platform with multiple choices available. 2022 – 2023 Teachers share their learning with others in PLCs and staff meetings. 2023-2024 - Choices will be competency-based and teachers can earn badges upon successful completion.	Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data.	Title funds, Section 6 funds, ESSER funds

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

Goal 2 (State your science, social studies, and writing goal.): N/A for ACPC					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding



### 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: Students with IEPs will increase proficiency by 40% in 2023 in reading and math: Reading - 29% to 40.6% Math – 19.5% to 27.3%	KCWP 5: Establish Learning Culture and Environment	Updated training on PLC/Data Teams will be provided to coaches and principals to ensure time is being used effectively	The effectiveness of PLCs; Increased student outcomes	Principals will monitor the progress of PLCs/Data Teams and give feedback to teams for improvement	\$0
		MTSS will be implemented in all schools and principals will regularly communicate a culture of learning in each building that everyone is a learner (adults and students).	Data shows improvement in student outcomes	Principals, assistant principals, CAO, coaches, and school psychologists will monitor the implementation and success of Tier II and Tier III supports	\$0
		Training on high-impact strategies for ECE and behavior, including SABRES, will be provided in each school.	Attendance at training; sharing of ideas and strategies among staff at PLCs/Data Teams; Implementation of strategies in all classrooms, and FastBridge	Principals, ECE district leadership, coaches, and school psychologists will observe strategies being implemented in classrooms.	ESSER funds
	KCWP 2: Design and Deliver Instruction	Schools will provide tiered interventions through differentiation of instruction aligned to student needs (standards/skills).	Evidence of data-driven decision-making, interventions occurring; differentiation is occurring	School admin will monitor PLC/Data Team meetings will reflect data-driven decisions and differentiated instruction based on student needs.	\$0
		Coaches will work with teachers to co-plan, design engaging tasks,	Tier I and Tier II instruction will include	CAO will check progress during monthly coaching meetings; Principals	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		model effective instruction for both Tier I and Tier II supports. Training will be provided as needed in small groups.	engaging tasks and evidence-based strategies and resources	will observe implementation during walk-throughs and evaluation meetings	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 100% of English Learners at Allen County Primary Center will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English Learners will demonstrate annual improvement of 15% points toward their composite scores:	KCWP 2: Design and Deliver Instruction	All teachers trained on Kagan structures along with instructional coaches supported through implementation. Kagan structures encourage community building and equitable content instruction through student conversations and 100% engagement.	Attendance at meetings, implementation of strategies in classroom instruction	District and school leadership will monitor service plans for each student to ensure strategies are identified	\$0, Title funds
		Designing and delivering instruction around the Profile of a Patriot competencies to build character and strengthen students’ overall social and emotional skills.	Teachers and staff provide input on training; annual ACCESS training sign-in sheets	Instructional supervisor will provide annual ACCESS training; ensure student service plans reflect implementation of new learning and updated guidance from KDE	\$0
		EL instructors and teachers will ensure students are receiving instruction based on their individual service plans	Differentiated support is provided to all EL students	School and district admins monitor instruction to ensure focus on EL students	\$0
	KWCP 5: Design, Align, and Deliver Support	The instructional supervisor will provide ongoing support and resources to EL instructors in each school	Resources are purchased	The CAO will check in every 4-7 weeks with the instructional supervisor to monitor progress	ESSER funds
		Ongoing modeling through school and districtwide professional learning sessions and onboarding new teachers will provide continuous support.	Professional learning sign-in sheets and new teacher attendance	Instructional supervisor will ensure trainings are provided annually.	Title, ESSER funds
		Have structured time in the student schedule to focus on SEL skills. This work encourages conversation and collaboration among peers that	SEL schedule	School admin will ensure SEL time in schedules through visits to classrooms that have EL students	ESSER funds

Goal 4 (State your English Learner goal.): By 2027, 100% of English Learners at Allen County Primary Center will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		builds language acquisition while also encouraging a sense of belonging for all.			
	KCWP 4: Review, Analyze, and Apply Data	Provide training to schools to understand effective ACCESS reports, scores, and using the data effectively to inform student service plans	Teachers and staff provide input on training; Annual ACCESS training	Sign in sheets from annual ACCESS training; student service plans reflect implementation	\$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety will increase by 16% at Allen County Primary Center by the end of the 2026 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Survey and perception results will improve by 8% each year the survey is given:  2023-2024 ACPC 76.2% to 82.3%	KCWP 2: Design and Deliver Instruction	Purchase and implementation of Characterstrong in daily instruction.	Reduce number of office referrals, increase number of positive office referrals	Walkthroughs, morning visits by administrators and school counselors,	Title I
		PBIS team training including restorative practices	Reduced office referrals, observable evidence of positive specific praise	Walkthroughs,	\$0
		Teaching of Profile of A Patriot Characteristics during house meetings	Tickets that earn house points	Walkthroughs, observations,	\$0
	KCWP 6: Establishing Learning Culture and Environment	Purchase resources for classroom calm down kits for each classroom and office @ ACPC	Reduced number of office referrals and more techniques observed	Walkthroughs, office referral data	Title I
		Creation and implementation of calm down room to be utilized by students for breaks	Fewer documented outbursts, teachers being able to intervene and provide opportunity for a break	Walkthroughs, data	ESSER; Title I, School funds
		Culture committee planning activities for students and staff throughout the school year	Staff satisfaction, attendance at events, s	Surveys, increased smiles	School funds
		PBIS reward carts, weekly PBIS points earned, Golden lunchbox, bus tokens	Reduced bus tokens, negative lunch referrals,	PBIS data	PBIS funding

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety will increase by 16% at Allen County Primary Center by the end of the 2026 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	Morning check-ins to each classroom by school administrator or school counselor	Communication	Data from form	\$0
	KCWP 4: Review, Analyze, and Apply Data  KCWP 6: Establishing Learning Culture and Environment	Intentionally focus on creating a learning culture and environment for all staff and students.	Increased staff retention and satisfaction	Superintendent will monitor with principals at weekly meetings	ESSER funds, Title funds
		School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities	Staff satisfaction will increase; staff will have a clear understanding of Vision, Mission, and Core Values of being a teacher in Allen County Schools	Principals will communicate regularly about the work happening in Allen County Primary Center and the other schools in the district; Superintendent will monitor with principals at weekly meeting.	ESSER, Title funds
		ACPC will collect staff voice/input on decisions on how to have a culture of continuous improvement	School admin will regularly collect and review staff voice data to drive improvement	Survey results and improvement monitored by school admin	ESSER, Title Funds

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):N/A
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7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): N/A
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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8: Other (Optional)

Goal 8 (State your other goal.): Students receiving discipline referrals will decrease by 20% at Allen County Primary Center with targeted social and emotional support within all grade levels by 2024 as determined by the school report card and annual behavioral data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students receiving discipline referrals will decrease by 20% at ACPC with targeted social and emotional support within all grade levels by the end of the 2022-2023 school year as determined by the school report card and annual behavioral data.	KCWP 2: Design and Deliver Instruction	Train all staff on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Sign in sheets and reflections completed by staff; Implementation of TIC practices in schools	Principals will monitor progress in school policies and procedures including discipline matrices.	ESSER, FRYSC, Title funds
	KCWP 4: Review, Analyze and Apply Data	Staff will be trained by KY ABRI (Kentucky Academic & Behavior Response to Intervention) on strategies to decrease undesirable student behaviors.	A team from each building will complete the training and share with other staff.	Principals and leadership teams, including counselors will incorporate strategies in the day-to-day happenings in each school; Policies will be revised to ensure strategies are embedded	ESSER, FRYSC, Title funds
	KCWP 5: Design, Align and Deliver Support				
		Schools will review and update their discipline policies through restorative practice and trauma-informed lenses.	Updated discipline policies and practices will reflect restorative practices and TIC	Superintendent and DOSE will work with principals to monitor completion.	ESSER, ECE, Title, FRYSC funds

Goal 8 (State your other goal.): Students receiving discipline referrals will decrease by 20% at Allen County Primary Center with targeted social and emotional support within all grade levels by 2024 as determined by the school report card and annual behavioral data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			lenses and will be shared with all staff.		
	KCWP 6: Establishing Learning Culture and Environment	Schools will collaborate to develop/update a discipline matrix that will be implemented consistently in each building so students are clear on the expectations and consequences regardless of the classroom or teacher they have.	Completed/updated discipline matrix completed and shared with all staff to ensure consistent discipline across the school.	Principals will ensure teachers and leaders implement the discipline matrix with fidelity.	\$0 – unless schools need outside support