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

- o Postsecondary Readiness
- o 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. *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 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 2027, Newport Primary School will increase the percentage of students scoring proficient in mathematics from 42.5% to 80% and in reading from 40% to 80% as demonstrated on the Measure of Academic Progress Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2023, Newport Primary School will increase the percentage of students scoring proficient in **Reading** from 40% to 48% as demonstrated on the Measure of Academic Progress assessment.	Design and Deliver Instruction	Activity 1: Reading: Construct, post, communicate, and measure student friendly learning targets. ● Targets and success criteria will be posted in classroom and communicated at the beginning, middle, and end of each lesson ● Parent letters for each instructional unit will be sent home at the beginning of the unit which overview what students will be learning. ● Standard number will be posted with each target/success criteria ● Target will be formatively assessed through independent student work (no teacher assistance)	Clarity around rigor of standards, increased congruence to standards, and increased mastery of standards. Increase in student proficiency on unit assessments Classroom assessment data	Reading Wonders Unit Assessments, iReady Diagnostic, MAP Diagnostic CFA's, PLC data, walk-through data	Wonders Core Curriculum (ESSER funds) $34,956.00
	Design and Deliver Instruction	2 - Implement Reading Wonders Curriculum with full fidelity.	Increase in student proficiency on unit assessments	Walk-through data, lesson plans	$0
	Design and Deliver Instruction	3 - Co-teaching model-continue implementation	Increase in student proficiency on assessments	Walk-through data, PLC data analyzers	$52,214.85

Goal 1 (State your reading and math goal.): By 2027, Newport Primary School will increase the percentage of students scoring proficient in mathematics from 42.5% to 80% and in reading from 40% to 80% as demonstrated on the Measure of Academic Progress Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Assessment Literacy	4 - Student goal setting and data tracking for iReady Reading data ● Goal is set-each student should pass 2 lessons per week ● Teachers will help students track lessons passed (use iReady Central for goal tracking ideas) ● School-wide monthly celebration for goals met (will be communicated with parents)	iReady instructional reports Each class has a set goal-setting procedure Students have ownership of their goal	Analyze report data; amount of students participating in monthly school-wide celebration	iReady (Title 1 and ESSER funds) $26,112.50 Celebrations (SBDM): $500
	Design and Deliver Assessment Literacy	5 - Data discussions (Data Analyzer, Diagnostic Data, Aimsweb Data, etc) will happen during a scheduled PLC (follow PLC Protocol)	Increased student proficiency, decreased number of students needing Tier II and Tier III intervention	Continuously updated Tier II and Tier III student groups and academic progress monitoring	AIMS Web (Title 1 funds) $2,193.75
Objective 2 By spring of 2023, Newport Primary School will increase the percentage of students scoring proficient in **Math** from 42.5% to 50% as demonstrated on the Measure of Academic Progress assessment.	Design and Deliver Instruction	6 - Math: Construct, post, communicate, and measure student friendly learning targets. ● Targets and success criteria will be posted in classroom and communicated at the beginning, middle, and end of each lesson ● Parent letters for each instructional unit will be sent home at the beginning of the	Clarity around rigor of standards, increased congruence to standards, and increased mastery of standards. Increase in student proficiency on unit assessments Classroom assessment data	Math in Focus Unit Assessments, iReady Diagnostic, MAP Diagnostic, PLC data, walk-through data	Math in Focus Core Curriculum (ESSER funds) $51,057.76

Goal 1 (State your reading and math goal.): By 2027, Newport Primary School will increase the percentage of students scoring proficient in mathematics from 42.5% to 80% and in reading from 40% to 80% as demonstrated on the Measure of Academic Progress Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		unit which overview what students will be learning. • Standard number will be posted with each target/success criteria • Targets will be formatively assessed through independent student work (no teacher assistance)			
	Design and Deliver Instruction	7 - Implement Math in Focus Curriculum with full fidelity.	Increase in student proficiency on unit assessments	Walk-through data, lesson plans	$0
	Design and Deliver Instruction	8 - Co-teaching model-continue implementation	Increase in student proficiency on assessments	Walk-through data, PLC data analyzers	$52,214.85
	Design and Deliver Assessment Literacy	9 - Student goal setting and data tracking for iReady Math data • Goal is set-each student should pass 2 lessons per week • Teachers will help students track lessons passed (use iReady Central for goal tracking ideas) • School-wide monthly celebration for goals met (will be communicated with parents)	iReady instructional reports Each class has a set goal-setting procedure Students have ownership of their goal	Analyze report data; amount of students participating in monthly school-wide celebration	Celebrations (SBDM): $500

Goal 1 (State your reading and math goal.): By 2027, Newport Primary School will increase the percentage of students scoring proficient in mathematics from 42.5% to 80% and in reading from 40% to 80% as demonstrated on the Measure of Academic Progress Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Assessment Literacy	10 - Data discussions (Data Analyzer, Diagnostic Data, Aimsweb Data, etc) will happen during a scheduled PLC (follow PLC Protocol)	Increased student proficiency, decreased number of students needing Tier II and Tier III intervention	Continuously updated Tier II and Tier III student groups and academic progress monitoring	AIMS Web (Title 1 funds) $2,193.75

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, Newport Primary School will have 80% of 2nd grade students score at least proficient as demonstrated on spring grade level writing assessment, AIMS Web Benchmark, which ensures students are transition ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2023, Newport Primary School will have no less than 44% of 2nd grade students score proficient as demonstrated on Wonders end of spring writing unit assessment.	Design and Deliver Instruction	1 - Implement the writing component of the Reading Wonders Curriculum with full fidelity. ● Use Wonders writing rubrics to assess students' writing	Increased student proficiency on end of Unit Summative Assessment	Walkthroughs, Data Analyzers during PLCs	Encompassed in the Reading Wonders Materials
	Design and Deliver Assessment Literacy	2 - Assessment Writing Samples will be collected and analyzed at the end of each unit during PLCs	Growth in students writing from beginning of the year	Walkthroughs, Data Analyzers during PLCs	$0

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: NPS will increase academic performance and decrease behavior referrals with our African American student population. NPS will increase proficiency as measured on the spring 2023 MAP assessment for African American students in the following areas: Reading - from 38% to 47% Math - from 34% to 44%	Design and Deliver Assessment	1 - Admin team will collaborate with NISD equity and diversity coach to develop a continuous improvement process/plan to support this subgroup both academically and behaviorally.	Decrease in number of behavior referrals Increased attendance rate Increase in academic performance MAP Scores	iReady Data Aims Web Data Behavior Data Attendance Data	Funding reflected in proficiency goal
		2 - Admin team will collaborate with NISD equity and diversity coach to develop professional development that will be provided to all staff members.	Staff participate in training provided by equity & diversity coach	Staff PL needs assessment Impact Survey data Walkthrough data - culturally diverse materials	$0
		3 - Teachers will analyze assessment data by individual students to ensure they are provided with appropriate Tier II and Tier III Interventions.	Aims Web CFA Iready MAP	iReady Data Aims Web Data Behavior Data Attendance Data	Funding reflected in proficiency goal

4: English Learner Progress

Goal 4: Every EL student will successfully exit the EL program within 5 years.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Every EL student will increase 0.5 level on the ACCESS assessment in the 22/23 school year.	KCWP: Design and Deliver Instruction	1 - Admin team will collaborate with NISD equity and diversity coach to develop a continuous improvement process/plan which will support this subgroup both academically and behaviorally.	ACCESS test scores	Access Data iReady Data	N/A
		2 - Admin team will collaborate with NISD equity and diversity coach to develop professional development that will be provided to all staff members.	Staff participate in training provided by equity & diversity coach and ELL staff	Staff PL needs assessment Impact Survey data Walkthrough data - implementation of learned strategies and usage of tools available	N/A
Objective 2 NISD will provide Affordable Languages and train 100% of staff members.	KCWP: Design and Deliver Instruction	3 - Admin team will collaborate with NISD equity and diversity coach to develop a continuous improvement process/plan which will support this subgroup both academically and behaviorally.	Teacher Usage Rate	Affordable Language Services Data	N/A
		4 - Admin team will collaborate with NISD equity and diversity coach to develop professional development that will be provided to all staff members.	Plus/Delta	Plus/Delta of PD	N/A

5: Quality of School Climate and Safety

Goal 5: By 2027 Newport Primary School will decrease the number of classroom behavior reports from an average of 70 reports per month to an average of 35 reports per month.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2023 Newport Primary School will decrease the number of classroom behavior reports from an average of 70 reports per month to an average of 63 reports per month.	Design, Align and Deliver Support Processes	1 - Developed and written system/plan for Tier II/III behavior interventions ● Administer behavior screener for all students to identify students at risk for behavior disruptions	Completion of Tier II/III behavior plan Behavior screener is administered for all students and interventions are implemented	Weekly data tracking of report forms	$0
		2 - Develop a student voice survey for second grade	PDSA on student voice survey	1st semester and 2nd semester	$0

8:

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? **Response:** **Development of Turnaround Leader:** ● Building leaders are provided professional learning in all Tier I/II core programs and Tier III intervention programs. (training occurs 3 times a year, 1 initial and 2 follow-up)   - Professional Learning includes: monitoring of program effectiveness as well as utilizing the data to triangulate with universal, program data, and progress monitoring data correlation with Core tier 1 performance ● Building Leaders are provided professional learning in "The 5 Essentials Framework" through NWEA. (training includes initial training and bi-monthly (at minimum) follow-up training/coaching)   ● Building Leaders are provided professional learning in the "Culture of Collaborative Inquiry '' through NWEA. (training includes initial training and bi-monthly (at minimum) follow-up training/coaching)

-Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaborative skills and capacity, and share responsibility for improving learning for all students.

-Culture of Collaborative Inquiry means:
  -Rigorous Grade Level Content for all Learners (equity practices, curriculum, assessment, and instruction, professional expertise)
  -Transformational Processes (equity drivers, evidence, learning design, implementation)
  -Conditions For Success (Equity Foundations, Culture of Collaborative Inquiry (PLC), Resources,
   Instructional Coaching)

- Building Leaders are provided training in the Solution Tree "RTI at Work" framework for building implementation. (initial training by State Continuous Improvement Coaches, additional sustainability support by District Liaison)

Support of Turnaround Leader:
- Building Leader and Admin team have coaching through NWEA and District Assigned Liaison
Building uses a system of stakeholder input for decision making. (admin team meetings, teacher leaders, advisory council, survey stakeholders, teacher committees)

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.
Response:

- Root cause analysis was the process used to determine critical needs (define problem, collect data,
  Identify possible causal factors,identify root cause(s), and implement solutions, monitor progress)
    - Identified causes were as follows and have been corrected: appropriate use of human resources to impact student learning, teacher efficacy, lack of use of grade level curriculum resources (thereby causing a lack of rigorous grade level materials being presented to students), lack of PLC model that impacted student learning, role of instructional coaches had little impact on teacher practice/learner success, and lack of culture for learning
- What has been implemented to address critical resource inequities.
    - Building teacher assignments were adjusted to all for effective Tier I, II, and III instruction that addresses individual student needs
    - Professional Learning, Instructional Coaching, and Modeling is provided to support building teacher capacity
    - Rigorous, Grade level, Standard Based Curriculum Resources were purchased for every core class. Teachers were trained in using the resource, Analyzing data, and the instructional cycle.
      Teachers use the programs to fidelity. Progress is monitored and support given as needed.
    - PLC protocol has been established in the building and time is protected for data analysis, planning instruction, teacher support

- Instructional Coach Responsibilities have been defined so that they have an impact on teacher practices and student learning
- Building leaders and their teams have developed a system that follows the instructional cycle

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:

- The MTSS model is the process used to review, monitor, and address learning gaps in our targeted subgroup. The following are a part of our MTSS model:

  -RTI that provides high quality instruction and interventions on a 3 Tiered level.

  -Mental Health and Behavior supports including PBIS, Mental Health Specialist, Mentoring Individual/groups(Big Brothers Big Sisters), SEL lessons, School Counselor supports, and Check and Connect.

  -Attendance Goals: students are encouraged and incentivised to increase school attendance. We also have a system in place for possible NTI days

  - The school participates in a district-wide before and after school programming partnership that is funded through the 21st Century Grant. Students are targeted and invited to attend to receive additional academic services by a certified teacher.

  -Teachers have been trained to use instructional practices that focus on nurturing a growth mindset in students. Many of these practices are embedded intentionally within the curriculum resources. (ie. allowing productive struggle, demonstrating mistakes and celebrating corrections, setting goals, working cooperatively with other students, etc.)

- Team Teaching additionally has been added a strategy for addressing our targeting subgroup of students. We currently focus on two of the six models of collaborative team teaching. We are not using the traditional model of GenEd teach and SPED teacher combination, although from time to time our SPED teachers push in and allow for 3 teachers in one classroom. We do have 2 adults in every classroom that share the responsibility of grade level content instruction and interventions.

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?

- Our CSIP activities will work to reduce the number of our students performing below grade level as well as reducing the number of students receiving Tier III services.
- We have an established, implemented, and Monitored RTI system that focuses on small group instruction at the Tier III level
    - Evidence Based Intervention Programs are used in the building for Tier III
    - Kentucky Standards Based Curriculum Resources are used for Tier I and Tier II
    - PLCs follow a protocol that focuses on data analysis, lesson design, and effective instructional strategies

Parent Engagement (information nights, family engagement nights, celebrations, newsletter)

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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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.	☒
Response to Intervention	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	X
Professional Learning Communities	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	X
i-Ready	Curriculum Associates (2017). I-Ready Efficacy: Research on i-Ready Program Impact. 1-12.	X
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