

dNiagara Elementary Comprehensive School Improvement Plan (CSIP) 2022-2023

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. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, 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. <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 May 2026, 75.1% of all students in grades third, fourth, and fifth will demonstrate proficiency in reading, and 73.6% will demonstrate proficiency in math on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2023, 70.7% of Niagara students in third, fourth, and fifth grade will demonstrate proficiency in reading, as measured by the Kentucky Summative Assessment.	KCWP 2: Design and deliver instruction.	Coaching & Feedback with Fountas & Pinnell consultant.	Student growth in the area of reading according to MAP.		\$6,000 ESSER
		New Teacher Trainings in Fountas & Pinnell Classroom.	Increased teacher effectiveness according to walkthrough instruments.		\$0
	KCWP 4: Review, analyze, and apply data.	Grade level, classroom, and individual goal setting.	Student achievement of goals set.		\$0
		Bi-weekly RTI/PLC meetings with teachers and monthly meetings with teachers and interventionists to review data and collaborate to develop intervention plans.	Student movement of tiers and showing growth according to STAR and AIMSweb.		Title 1 ESS
Objective 2 By Spring 2023, 68.9% of Niagara students in third, fourth, and fifth grade will demonstrate proficiency in math, as measured by the Kentucky Summative Assessment.	KCWP 2: Design and deliver instruction.	Coaching with District Math Coordinator.	Student growth in the area of math according to MAP.		District Salary Title II
	KCWP 4: Review, analyze, and apply data.	Grade level, classroom, and individual goal setting.	Student achievement of goals set.		\$0
		Bi-weekly RTI/PLC meetings with teachers and monthly meetings with teachers and interventionists to review data and collaborate to develop intervention plans.	Student movement of tiers and showing growth according to AIMSweb.		Title 1

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

Goal 2 (State your science, social studies, and writing goal.): By May 2026, 75.4% of fifth grade students will demonstrate proficiency in writing on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2023, 71% of Niagara students in fifth grade will demonstrate proficiency in writing, as measured by the Kentucky Summative Assessment.	KCWP 2: Design and deliver instruction.	Professional development on types and purposes of guidelines and Abell and Atherton Structure Guidelines.	Student work samples, PLCs.		\$0
	KCWP: Review, analyze, and apply data.	Analyze state released items and rubrics to guide instruction.	Student work samples, PLCs.		\$0
Objective 2					

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 By May 2023, the achievement gap between non-economically disadvantaged students will decrease from 11% to 8% in the area of reading on the Kentucky Summative Assessment.	KCWP 4: Review, analyze, and apply data.	Bi-weekly RTI/PLC meetings with teachers and monthly meetings with teachers and interventionists to review data and collaborate to develop intervention plans.	Student movement of tiers and showing growth according to STAR and AIMSweb.		Title 1 ESS
		Grade level, classroom, and individual goal setting.	Student achievement of goals set.		\$0
Objective 2 By May 2023, the achievement gap between non-economically disadvantaged students will decrease from 11% to 8% in the area of math on the Kentucky Summative Assessment.	KCWP 4: Review, analyze, and apply data.	Bi-weekly RTI/PLC meetings with teachers and monthly meetings with teachers and interventionists to review data and collaborate to develop intervention plans.	Student movement of tiers and showing growth according to AIMSweb.		Title 1
		Grade level, classroom, and individual goal setting.	Student achievement of goals set.		\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2026, Niagara will earn a Very High rating on QSCS, according to the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, Niagara will earn a High rating on QSCS, according to the Kentucky Summative Assessment.	KCWP 3: Design and Deliver Assessment Literacy	Conduct a school engagement inventory for every student.	Identification of targeted students.		\$0
	KCWP 6: Establishing Learning Culture and Environment	Implement school engagement strategies.	Increased school engagement inventory scores.		\$0
	KCWP 4: Review, Analyze, and Apply Data	Analyze 2022 QSCS survey results to determine misconceptions or to make improvements.	Improvement on QSCS KSA.		\$0
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (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? 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. Response:
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:
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? Response:
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 “[Compliance Requirements](#)” 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.	<input checked="" type="checkbox"/>
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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide 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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

Evidence-based Practices

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