

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. 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, Shipley, Baldrige, etc.</i>).	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: By 2025, Spottsville will increase the reading percentage of proficient/distinguished students from 61% to 76.3% and the math percentage of proficient/distinguished students from 61% to 81.7% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2023, 73.6% of students will score at or above proficiency in the area of reading on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	Teachers will use the Fountas and Pinnell curriculum, Story Works, novel sets, and book clubs in their classroom daily for their core instruction.	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialist Interventionists Title I Interventionists	March: June:	SBDM: \$5000 Title 1: \$120,000
		Students will be assigned an AR goal each marking period that is based on the STAR reader test (taken each marking period). Students will be expected to read daily in order to achieve the individualized goal. AR rewards will be given to students who meet 100% and 200% of their AR goal.			
		K-5 grade students will utilize Lexia Core 5 online program to improve reading comprehension.			
		All students will receive Tier II intervention/acceleration based on BAS/MAP data. Tier III intervention will be provided to students scoring below the 25th percentile on MAP. Classroom teachers and/or interventionists will provide			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		small group instruction to Tier II students. Students receiving Tier II interventions that scored below the 50th percentile on MAP will be progress monitored every other week. Students receiving Tier III interventions will be progress monitored weekly. RtI will meet bi-weekly to discuss student progress. Teachers will meet with interventionists monthly during PLC meetings to analyze data.			
		Leveled Literacy Intervention curriculum will be used for grades K-5 for Tier III reading intervention.			
Objective 2: By May of 2023, 79.6% of students will score at or above proficiency in the area of math on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment Literacy	Teachers will implement 90 minutes daily of math instruction using Math In Focus curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, test preps, and everyday calendar counts.	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialist Interventionists Title I Interventionists	March: June:	Title 1: 110,000

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	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	IXL or Imagine Learning will be implemented in grades K-5 daily. Objectives to be mastered each week are determined by each grade level.	Family Resource Coordinator		
		Imagine Math Facts - fact fluency goals for every grade level will be set for each student by the classroom teacher.			
		All students will receive Tier II intervention/acceleration (Go Time - based on common formative or summative assessments). Tier III intervention will be provided to students scoring below the 25th percentile on MAP. Classroom teachers and/or interventionists will provide small group instruction to Tier II students. Students receiving Tier II interventions that scored below the 50th percentile on MAP will be progress monitored every other week. Students receiving Tier III interventions will be progress monitored weekly RTI will			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meet bi-weekly to discuss student progress. Teachers will meet with interventionists monthly during PLC meetings to analyze data.			
		Families will be invited to participate in a Math and Science Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with math and science activities at home.			

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

Goal 2: By May 2025, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 59.1%, increase the social studies percentage of proficient/distinguished students from 54% to 84.4%, increase the writing percentage of proficient/distinguished students from 54% to 72.4% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2023, 54.5% of students will score at or above proficiency in the area of science on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	Mystery Science: K-5 students will participate in Mystery Science lessons aligned to the NGSS standards. 4th grade students receive science instruction 60 minutes five times a week. K-3, 5th grade students receive science instruction 60 minutes weekly.	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialists STLP Coach Title I Interventionists Family Resource Coordinator	March: June:	SBDM: \$5000 Title 1: \$5000
		Generation Genius: 4th grade students will participate in Generation Genius lessons aligned to the NGSS standards. 4th grade students receive science instruction 60 minutes five times a week. K-3, 5th grade students receive science instruction 60 minutes weekly.			
		Fountas & Pinnell: K-5 students will integrate science content into Fountas & Pinnell Classroom instruction. 4th grade students receive science instruction 60 minutes five times a week. K-3, 5th grade students receive			

Goal 2: By May 2025, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 59.1%, increase the social studies percentage of proficient/distinguished students from 54% to 84.4%, increase the writing percentage of proficient/distinguished students from 54% to 72.4% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		science instruction 60 minutes weekly.			
		Families will be invited to participate in a Math and Science Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with math and science activities at home.			
		STLP (The Student Technology Leadership Program) is available for 4th and 5th graders. STEAM challenges are integrated throughout the school year.			
		Our school media specialist will integrate STEAM instruction for all K-5 students 45 minutes weekly.			
Objective 2: By May of 2023, 82.6% of students will score at or above proficiency in the area of social studies on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment Literacy	All 5th grade students will receive 45 minutes of Social Studies instruction daily using Teacher Created Materials and Savvas-My World, Social Studies Weekly, History Alive, Social Studies IXLs, and We the People curriculums. Grades K-4 students receive social	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers	March: June:	SBDM: \$2000

Goal 2: By May 2025, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 59.1%, increase the social studies percentage of proficient/distinguished students from 54% to 84.4%, increase the writing percentage of proficient/distinguished students from 54% to 72.4% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	studies instruction 60 minutes weekly.			
		5th grade students will attend the Live Henderson Area Arts Alliance and Preston Arts Center performance: Journey Through Time, etc.			
		Additional Social Studies supplements are incorporated throughout the school year for various grade levels including: CommonLit Social Studies Articles, ReadWorks Social Studies Articles, Junior Achievement, Native American speakers, NewsQuiz through PBS, Liberty Kids, The Story of Us, etc.			
Objective 3: By May of 2023, 69.4% of students will score at or above proficiency in the area of writing on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment Literacy	<div>K-3 will use FPC Writing mini lessons at least twice a week.</div> <div>K-5 will use claim, reasoning, and evidence for on-demand writing (science and social studies).</div> <div>Grade level expectations for writing progression from grade level to grade level (basic sentence building to multiple sentence paragraphs, etc.).</div>	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers	March: June:	Title I: \$3000

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	Grade levels implement specific ability appropriate response structures for ODW, EWR and Short Answer			

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 of 2023, Spottsville will reduce the percentage of students with IEPs scoring novice in reading from 38% to 33% on the Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	Students will receive protected guided reading times, leveled literacy intervention, Lexia reading program, small group instruction, benchmark assessment system and co-teaching.	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers	March: June:	
		Teachers, Instructional Coach and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists meet in PLC monthly to review RTI data.			
Objective 2: By May of 2023, Spottsville will reduce the percentage of economically disadvantaged students	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, benchmark assessment system data,	Principal Assistant Principal Instructional Coach Classroom Teachers	March: June:	ESS: \$10000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
scoring novice in reading from 20% to 15% on the Kentucky Summative Assessment.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment 	<p>leveled literacy instruction and classroom data. Certified teachers will provide tutoring in the area of reading to students in grades K-5 after school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-on-one instruction. Students will also work on the Lexia reading program weekly.</p> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists will meet with PLCs monthly to discuss RTI data.</p>	Special Education Teachers ESS Teachers ESS Liaison		
Objective 3: By May of 2023, Spottsville will reduce the percentage of economically disadvantaged students scoring novice in math from 19% to 14% on the Kentucky Summative Assessment.	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy 	Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, and classroom data. Certified teachers will provide tutoring in the area of reading to students in grades K-5 after school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers ESS Teachers ESS Liaison	March: June:	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	<div>on-one instruction. Students will also work on the Imagine Math Program.</div> <div>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists will meet with PLCs monthly to discuss RTI data.</div>			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2025, 80% of our current EL students will meet benchmark (composite of 4.5 or higher) on the WIDA ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, 100% of our EL students will move one performance level on the WIDA ACCESS assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	EL instructor and/or EL assistant co-teaches with general education teachers during core instruction.	EL Instructor EL Assistant Classroom Teachers		
		EL instructor and/or EL assistant provides resource and co-teach for all EL students that need extra support.			
		EL students will complete ilmage learning online activities for extra support.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2025, Spottsville students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 80.6 to 85 on the Kentucky State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Spottsville students in grades 3-5 will increase their score from 82.3 to 83.8 on the Climate portion of the Quality of School Climate and Safety Indicator on the 2023 Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	Students will watch morning announcements live each morning. Students will be recognized for academic achievement, participation in extracurricular activities, displaying PRIDE expectations, etc.	Principal Assistant Principal Classroom Teachers School Counselor Mental Health Counselor Family Resource Officer	March: June:	SBDM: \$5000
		Teachers and staff will implement PBIS expectations daily.			
		Students will earn panther points for following PBIS/PRIDE expectations and earn PBIS rewards from the school store.			
		Students will receive monthly mindfulness lessons with MHC/FRC.			
		Survey students' interests and use information for after school activities that promote a sense of belonging with students. (Check and Connect, social groups			
Objective 2: By May 2023, Spottsville students		Purchase and implement a new character ed program	Principal Assistant Principal	March:	SBDM: \$5000

Goal 5 (State your climate and safety goal.): By May 2025, Spottsville students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 80.6 to 85 on the Kentucky State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
in grades 3-5 will increase their score from 78.8 to 80.3 on the Safety portion of the Quality of School Climate and Safety Indicator on the 2023 Kentucky Summative Assessment.	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply DataKCWP 6: Establishing Learning Culture and Environment	that promotes students feeling safe at school.	Classroom Teachers School Counselor Mental Health Counselor Family Resource Officer School Resource Officer	June:	
		School counselor will implement Sources of Strength Curriculum into lessons.			
		Teachers and staff will implement PBIS expectations daily.			
		Students will earn panther points for following PBIS/PRIDE expectations and earn PBIS rewards from the school store.			
		School Resource Officer in the building once a week to promote the feeling of safety at school.			
		Students and staff will practice safety drills monthly (expectations and procedures).			
		Conduct safety surveys with students in January and analyze data to identify areas to increase sense of safety.			

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