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:

   o   State Assessment Results in reading and mathematics

   o   State Assessment Results in science, social studies and writing

- o Achievement Gap

- o English Learner Progress

- o Quality of School Climate and Safety

- · The required goals for **high schools** include the following:

  - o State Assessment Results in reading and mathematics

  - o State Assessment Results in science, social studies and writing

  - o Achievement Gap

  - o English Learner Progress

  - o Quality of School Climate and Safety

  - o Postsecondary Readiness

  - o Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Proficiency for all students in reading
- Proficiency for all students in math
- Proficiency in all areas for students with disabilities

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Key Core Work Process 1: Design and Deploy Standards

Key Core Work Process 2: Design and Deliver Instruction

Key Core Work Process 4: Review Analyze and Apply Data

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	52.3	-.6 Maintain
State Assessment Results in science, social studies and writing	N/A	N/A
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	77.3	1.1 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Goal 1: Reading and math proficiency at the 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 6.8% in the 2023-24 school year. 4 Year Outlook: 23-24: 38% to 44.8% 24-25: 44.8% to 49.6% 25-26: 49.6% to 54.4% 26-27: 54.4% to 60%	Key Core Work Process 1: Design and Deploy Standards	Teachers will develop specific grade level learning intentions and success criteria that are directly aligned with priority standards in reading.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations PLC Documentation	Ongoing: PLCs monitored by principals and instructional coaches. Conduct weekly walk-throughs and review data (including lesson plans). Provide specific and targeted feedback to teachers who need additional support.	
		Teacher clarity will be a focus of ACPC. A strong emphasis will be placed on the importance of posting learning targets, and success criteria that are directly aligned to Kentucky Academic Standards. This information should be in a visible location in the classroom and referenced throughout the instructional process. Students should be	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations	Guided planning will be offered with guidance from the instructional coaches to ensure fidelity of implementation.	

		able to articulate what they are learning, why they are learning it, and how they will know they are successful.			
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will work with district and school level coaches to ensure curriculum, resources, and materials are evidence based and aligned to the intent of the standards.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	Ongoing: PLCs monitored by principals and instructional coaches. Conduct weekly walk-throughs and review data (including lesson plans). Provide specific and targeted feedback to teachers who need additional support.	
		Student data will be analyzed and reviewed in a variety of ways. Instructional next steps will be developed and implemented for all tiers of instruction based on the data analysis.	PLC Agenda MTSS Intervention Data 1-on-1 Teacher/Admin meetings	Administrative team will meet with teachers during PLCs and one-on-one to review MTSS progress monitoring data, classroom data, assessment data. Additional supports through coaching will be put into place as necessary.	
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will work with district and school level coaches to ensure curriculum, resources, and materials are evidence based and aligned to the intent of the standards.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	Ongoing: PLCs monitored by principals and instructional coaches. Conduct weekly walk-throughs and review data (including lesson plans). Provide specific and	

				targeted feedback to teachers who need additional support.	
		Teachers will implement instructional strategies that are evidence-based practices for deeper, student-centered learning. (LETRS training, 95% Phonics, Wonders Curriculum, Kagan Engagement Strategies, Heggerty, and Project Based Learning).	PLC Agendas Unit/Lesson Plans Walkthrough Documentation Professional Development	Ongoing: Instructional Leadership will monitor through PLCs and weekly walk-through data.	
Objective 2: The percentage of students scoring proficient and distinguished in Math will increase by	Key Core Work Process 1: Design and Deploy Standards	Teachers will use Steve Ventura's *Achievement Teams* training to deconstruct standards into clear and precise learning targets and identify success criteria in collaboration with students.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	

		learning it, and how they will know they are successful.			
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	
		Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who need help in providing effective feedback.	

| | Key Core Work Process 2: Design and Deliver Instruction | Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning. | Lesson Plans

Classroom Observations | Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies. | |
| | | Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies. | PLC Agendas

Unit/Lesson Plans

Walkthrough Documentation | Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards | |

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 disabilities will increase proficiency by	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence based strategies	PLC Agendas	Administrative team will train and share examples of effective co-teaching practices	

20 percentage points in reading by May 2024 moving from 16% to 36%		for meeting the needs of students qualifying for special education services. Groups of teachers will also visit HUB schools to learn from professionals that are having established success in co-teaching.	Walkthrough Documentation	and planning with teachers during PLCs and provide support for teachers that struggle with this process.	
	KCWP 4: Review, Analyze, and Apply Data	ECE PLCs will meet to monitor the progress of each student (Fastbridge, Progress Monitoring, MVPA, common summative assessments) to determine next educational steps. Specifically designed instruction will be developed using evidence based strategies to address the achievement gaps for students.	PLCs Fastbridge, MVPA, Progress Monitoring, and Common Summative Data Observation Data	Administrative team will lead weekly PLCs with a focus on analyzing student data around assessments and progress monitoring. Observations will be conducted with ECE teachers to ensure the use of evidence based strategies in classrooms.	
	Key Core Work Process 1: Design and Deploy Standards	ECE teachers will deconstruct standards into clear and precise learning targets and identify success criteria in collaboration with teaching partners around grade level and instructional level standards	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	
		Teachers will post standards, learning targets, and success criteria in a	Unit Plans Lesson Plans Coaching Cycles	The administrative team will collect evidence of implementation during	

		visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Walkthrough Observations Student Interviews	walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	
Objective 2: Students with disabilities will increase proficiency by 15 percentage points in Math by May 2024 moving from 10% to 25%.	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services. Groups of teachers will also visit HUB schools to learn from professionals that are having established success in co-teaching.	PLC Agendas Walkthrough Documentation	Administrative team will train and share examples of effective co-teaching practices and planning with teachers during PLCs and provide support for teachers that struggle with this process.	
		ECE teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based practices allowing students to make meaning of the math in a conceptual, abstract to concrete approach (manipulatives, graphic organizers, visuals, concept maps, etc.)	PLC Agendas Walkthrough Documentation Lesson Plans Additional Math PD attendance through KCM.	Administrative teams will observe the implementation of evidence-based practices during walkthroughs and provide support for teachers that struggle with this process.	

4: English Learner Progress

Goal 4: 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: 100% of English Learners will demonstrate annual improvement toward their Composite scores by May of 2024 increasing from 88% the previous year.	KCWP 2: Design and Deliver Instructions	All teachers will be trained on Gold Standard design. This allows our English Learners to engage in collaboration, and demonstrate speaking and listening skills from various English speakers daily.	PBL 101 Attendance Lesson Plans	Administration will ensure that all teachers have received the PBL 101 training and monitor implementation with walkthroughs and lesson plan checks.	
		All teachers will design instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills.	Lesson Plans Walkthrough Documentation	Administration will ensure the use of PoP competencies in instruction and assessment and collect data around student success following Exhibitions of Learning.	
		EL instructors along with all other content teachers will ensure that students are receiving instruction based	Lesson Plans Walkthrough Documentation	Administration will monitor lesson plans to ensure a focus on students receiving the services provided through their PSP.	

		on their individual service plans.			

5: Quality of School Climate and Safety

Goal 5:					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Quality of School Climate and Safety will meet or exceed 80% by May of 2024 moving from 71.1% the previous year.	KCWP 6: Establish a Learning Culture and Environment	School-wide implementation of PBIS to provide clear expectations in classrooms and common areas. A PBIS driven behavior matrix will also be used to consistently track, monitor and reward behavior.	Visible expectations in classrooms and common areas PBIS Behavior Matrix in every classroom	Administrative team will meet monthly with the building level PBIS team to discuss the implementation and effectiveness of behavior supports for all students.	
		School leadership team will review the results of the Quality of School Climate survey and implement next steps to address the	SLT Analysis Meeting	SLT will review the feelings of the school around safety and climate by conducting monthly student interviews	

		concerns of both teachers and students.		with the school lighthouse team.	
	KCWP 4: Review, Analyze, and Apply Data	All teachers will conduct MySABRS SEL screener with their students to help identify students with social/emotional needs and share results with the school CAP team.	MySABRS results CAP Team meeting notes	Administrative team will participate in CAP team meetings and ensure that appropriate measures and resources are allocated to students with social/emotional needs.	
		School Counselors will provide multiple opportunities for small group SEL interventions for students at ACIC identified by teacher referral, parent referral, and MySABRS results.	Small Group rosters	Administrative team will monitor the implementation of small groups to address a range of social/emotional needs and provide time and resources accordingly.	