

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 11.14 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

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.

1. Reduce novice performance for all students in reading and math
2. Reduce novice performance for all students in social studies

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.

KCWP 2- Design and Deliver Instruction
 KCWP 3- Design and Deliver Assessment Literacy
 KCWP 5- Design, Align, and Deliver Support Services

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Increased Significantly
State Assessment Results in science, social studies and writing	Low	Maintained
English Learner Progress	N/A	
Quality of School Climate and Safety	Low	Increased
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1 By 2026, LES will increase reading proficiency to 58.6% and 57% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 53.7% of students are expected to be proficient or above in Reading and 51.9%.	KWCP 1 Design and Deploy Standards	LES's teachers will develop daily formative assessments aligned to Kentucky Academic Standards.	Exit Slip Review, Exit Slip Data Analysis, Edulastice Reports	LES administrators will review assessment results. LES Administrators will review lesson plans and planned assessments. PLCs will meet every two weeks to analyze formative and summative data. Teachers will present formative and summative assessment data at PLCs.	None
Objective 2 By 2024, 51.9 % of students are expected to be proficient or above in Math.	KWCP 4: Review, Analyze, and Apply Data Results	Professional Learning Community meetings will improve teachers understanding of Kentucky Academic Standards and overall congruence of lesson design and assessments. Professional learning will be provided to improve assessment literacy and data-driven decision making. The Lancaster Elementary administration team will develop and implement PLC practices focused on gathering, analyzing, and developing action plans based on student data. Tier I interventions will be taught to students to ensure they are able to perform at grade level standards.if needed, interventions will include underpinning learning targets to reach the grade level standard.	PLC Meeting Minutes, Lesson Plans, Assessments, Exit Slips	Formative assessments will be linked to lesson plans daily. Walkthroughs will be completed weekly, where congruency of assessments will be monitored.	None
			PLC Meeting Meetings, Faculty Meeting Agendas, School-level professional development agendas	LES administrators and teachers will review the impact of assessment literacy training and practices.	None
			Exit Slips, Common Assessments, Universal Screeners,	LES administrators will assess the impact of assessment literacy. During PLC meetings, LES teachers will assess action plans and compare learning results.	None
			Lesson Plans, Unit Assessments, Exit Slips	LES administration will review intervention protocols and lesson plans. This protocol will be part of their weekly lesson planning. Furthermore, planning will include special education students specially designed instruction in regards to grade level standards.	None
		Develop and institute Tier I supports. Students will be flexibly grouped by need in reading and math.	Lesson Plans, PLC minutes, Unit Assessments, Exit Slips, Walkthroughs	LES Administration will review lesson plans to determine impact of tier professional development, PLC	None

Goal 1 By 2026, LES will increase reading proficiency to 58.6% and 57% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5- Design and Deliver Support Processes	Develop a master schedule to decrease teacher-to-student ratios and to facilitate planning among co-teaching partners.	Master Schedule, Walkthroughs	decision-making process, and implementation of Tier I support systems. LES administration will review and assess implementation of the master schedule's support structures: Co-teaching, interventionist, and planning periods.	None

2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2026, 47% of fourth graders at LES will be proficient or above in Science, 60.7% of fifth graders will be proficient or above in Social Studies, and 55.9% of fifth graders will be proficient or above in Writing.</p>	<p>KCWP 2 Design and Deliver Instruction</p>	<p>Each semester, LES intermediate teachers will plan, provide instruction, and score regular on-demand writing trials.</p>	<p>Each will be scored using a rubric aligned to Kentucky Academic Standards.</p>	<p>LES administrators and teachers will review on-demand performance and students' work samples during PLC meetings.</p>	<p>None</p>
<p>Objective 2 By 2024, 40.8% of students will be proficient or above in Science.</p>	<p>KWCP 5 Design, Align, and Deliver Support Processes</p>	<p>The master schedule will include opportunities for all students to receive dedicated writing instruction.</p>	<p>Master Schedule, Lesson Plans, Assessments, Student writing artifacts</p>	<p>During SBDM, LES administration will review and assess implementation of the master schedule's support of students' writing performance.</p>	<p>SBDM</p>
<p>Objective 3 By 2024, 56.1% of students will be proficient or above in Social Studies.</p>		<p>Writing materials will be adopted to provide students access to research-based programming.</p>	<p>Adoption of materials, Purchase requests, Lesson Plans</p>	<p>During SBDM, LES writing teacher(s) and administrators will assess the impact of programming on students' writing performance.</p>	<p>SBDM</p>
	<p>KWCP 4: Review, Analyze, and Apply Data Results</p>	<p>Students will be grouped by need. Underpinning learning targets will be taught to students to ensure they are able to perform at grade-level standards.</p>	<p>Students will increase their exit slip percentages which measure grade-level learning target mastery.</p>	<p>Implementation of a planning protocol for push-in instructors and general education teachers. It will include underpinning targets and specially designed instruction. This protocol will be part of their weekly lesson planning.</p>	<p>None</p>
		<p>Master schedule will expand support services for science and social studies. Interventionist and co-teaching classrooms will be structured to reduce student-to-teacher ratios.</p>	<p>Master Schedule, Walkthroughs</p>	<p>The LES administrations and teacher leaders will assess the impact of the master schedule for students' assess to support structures.</p>	<p>None</p>
	<p>KCWP 6: Establish Learning Environment and Culture</p>	<p>Professional learning will be provided to teachers to improve science and social studies Tier I response to assessment information, action planning, and implementation of approved co-teaching models.</p>	<p>PLC meeting minutes, Faculty meeting agendas, School level professional development</p>	<p>LES administrators will examine the impact of professional learning on lesson planning, instruction, classroom design, support structures, and student performance.</p>	<p>None</p>

Goal 2: By 2026, 47% of fourth graders at LES will be proficient or above in Science, 60.7% of fifth graders will be proficient or above in Social Studies, and 55.9% of fifth graders will be proficient or above in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Tier I intervention practices will be utilized to address individualized needs of students.	Walkthroughs, Unit assessments, exit slips, Universal Screening Diagnostics.	LES administration will assess and report the types of intervention practices implemented in Science, Social Studies, and Writing classrooms. LES teachers will report assessment and performance as a result of intervention.	

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 analyses 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
<p>Objective 1 By 2024, 43.3% of Special Education students will be proficient or above in Reading.</p> <p>Objective 2 By 2024, 30.9% of Special Education students will be proficient or above in Math.</p>	<p>KWCP 5 Design, Align, and Deliver Support Processes</p>	<p>General education teachers and special education teachers (partners) will implement co-teaching practices provided during professional learning.</p> <p>Co-teaching and interventionists will utilize common planning and PLC meetings to address and plan to include the Specially Designed Instruction needs of each student. The master schedule will be updated to increase support personnel in special education classrooms.</p>	<p>Formative and summative data, Unit Assessments, Benchmark assessments (Iready, Zearn) will be given three times a year to monitor growth.</p> <p>Lesson Plans, PLC minutes, Walkthroughs</p> <p>Master Schedule, Walkthrough</p>	<p>The LES administration will assess the impact of co-teaching structure (GCS approved structure) on student learning..</p> <p>The LES administration and teacher teams will assess and report special education progress on a variety of assessments and measures.</p> <p>The LES administration and teacher leadership team will analyze the impact of personnel support schedules.</p>	<p>None</p> <p>None</p> <p>None</p>

4: English Learner Progress

All LES English Learners will demonstrate English Proficiency on ACCESS testing within four years.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, according to ACCESS Testing, 10.3% of LES English Learners will reach attainment.	<p>KCWP 5: Design, Align and Deliver Support Processes</p> <p>KCWP 6: Establish Learning Environment and Culture</p>	LES will create goal setting plans for each EL student. The plans will include intervention plans where applicable.	EL students will be proficient or above in KAS in math.	Exit slip data, summative and benchmark assessments will be reviewed at each PLC. Individual student plan progress will be monitored each 9 weeks by the certified district English Learner instructor.	None
		Professional learning will be provided to LES staff to improve instructional practices supporting language acquisition, accommodating language deficiency, and modifications of classroom experiences for EL students.	Lesson plans, PLC minutes, and Faculty meetings	The LES administration, district EL coordinator, and EL specialist will evaluate the impact of professional learning and attainment performance.	None
		EL teachers will provide direct consultation for teachers of EL students to improve the design of the learning environment, lesson planning, modifications and accommodations.	PLC minutes, Lesson plans, Walkthroughs	The LES administration, district EL coordinator, and EL specialist will evaluate the impact of consultation on student performance and attainment.	None

5: Quality of School Climate and Safety

Goal 5 : By 2026, 60% of students will feel that students being mean to each other is not a problem at Lancaster Elementary					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 50% of students will agree that students being mean to each other is not a problem at Lancaster Elementary School.	KCWP 2: Design and Deliver Instruction	Twice a year, the school counselor will facilitate the SRSS. LES teachers will complete a needs survey for each grade level.	SRSS, Counseling Program needs assessment, QSCSS, Behavior data	LES counselor will provide a report of needs to the grade level team, faculty, and school administration. The LES administration and teacher leaders will assess and analyze classroom behavior tracking (Class Dojo), teacher surveys, and the quality of school climate and safety surveys.	None
		Counseling program will address areas of need for groups of students. According to SRSS results, the counselor's office will form small groups to deliver instruction.	SRSS, Behavior Tracking Report, LES Data Report i.e. truancy, behavior, attendance and Tier II, and Tier III.	The LES administration and teacher leaders will assess and analyze classroom behavior tracking (Class Dojo), teacher surveys, and the quality of school climate and safety surveys.	None
		At-risk students will be provided opportunities for individual counseling, i.e. behavior, trauma, truancy, and social-emotional support.	SRSS, Behavior Tracking Report, LES Data Report i.e. truancy, behavior, attendance and Tier II, and Tier III.	The LES administration and teacher leaders will assess and analyze classroom behavior tracking (Class Dojo), teacher surveys, and the quality of school climate and safety surveys.	None
	KCWP 5: Design, Align, and Deliver Support Processes	Monitor the implementation of the Tier I SEL curriculum, and impact of instruction on student performance, attendance rates, and behavior incidents.	SRSS, Behavior Tracking Report, LES Data Report i.e. truancy, behavior, attendance and Tier II, and Tier III.	The LES administration and teacher leaders will assess and analyze classroom behavior tracking (Class Dojo), teacher surveys, and the quality of school climate and safety surveys.	None

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