Huntertown Elementary

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.

> **Our special education students showed a high level of novice in reading and math. In reading, 58% of our special education students scored in the novice range. In math, 60 % of our special education students scored in the novice range.**
>
> **Our EL students also showed a high level of novice with 44% in reading and math.**

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 4: Review, Analyze and Apply Data**
>
> **As a school, we chose for the 23-24 school year to focus on PLCs, Deeper Learning, and Restorative Practices. We will focus our CSIP around those three themes.**

Indicator	Status	Change
State Assessment Results in reading and mathematics	76.6	-1.4
State Assessment Results in science, social studies and writing	70.8	-5.7
English Learner Progress	52.9	7.9
Quality of School Climate and Safety	75.8	-1.8

Indicator Scores 69.9

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

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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 of 2025, 68% of students in grades 3-5 will reach the proficient or distinguished level in both reading and math as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **We will continue to grow in reading with the goal that in Spring 2024 60% of students will be at the benchmark in reading as measured by KSA.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	In able to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data. Develop clarity on grade level standards in order to systematically and equitably improve reading curriculum and instruction by teaching to the rigor of the standard with aligned verbs for content, comprehension and analysis.	PLC teams, reading committee will work together and support each other with understanding standards. Teams will plan lessons together to better support the learning process.	iReady Reading Path iReady Reading Diagnostic Fall, Winter, Spring Common Formative Assessment Summative Assessments Analysis Data Binders Reteach Days Fastbridge Fall, Winter, Spring JRAs ESGI Professional Development Plan Admin Walk Through	Section 6 Title I District Funds
		Teachers will reflect on and disaggregate the data in order to make instructional changes to challenge students in all three tiers.	PLC Teams will develop common assessments and then analyze data.		
		Implement student goal tracking, data binders and student led conferences by facilitating student ownership of learning, making learning visible through explicit instruction of learning intentions and success criteria.	Student graph or track data regularly.		
		We will implement 30 - 49 minutes of iReady reading personalized instruction per week.			

		Administration will support the process by attending the PLCs and providing support.	PLC teams will work together to take ownership of all data.		
Objective 2 **We will continue to grow in math with the goal that in Spring 2024 62% of students will be at benchmark in math as measured by KSA.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	In able to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data.	PLC teams will work together and support each other with understanding standards.	iReady Math Path iReady Math Diagnostic Common Formative Assessment Common Summative Assessment Data Binders Reteach Days	Title I Section 6 District Funds
		Teachers will reflect on the data in order to make instructional changes to challenge students in all three tiers.	PLC teams will work together to take ownership of all data.		
		Administration will support the process by attending the PLCs and providing support.	PLC Teams will develop common assessments and then analyze data. Teams will plan lessons together to better support the learning process.		

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

Goal 2 (State your science, social studies, and writing goal.): By May of 2025, 62% of students in grades 3-5 will reach the proficient or distinguished level in science, social studies, and writing as measured by the Kentucky Summative Assessment (KSA). Grade 4 will be assessed in science, with grade 5 assessed in social studies and writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **By May of 2024, 70% of students in 5th grade will reach the proficient or distinguished level on the KSA in writing.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	In order to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data.	Following unit plan templates and the PLC drive.	Walkthrough observations, eleot walkthrough, common summative assessments, professional development plan.	Title I Section 6 District Funds
		Teachers will follow the school writing policy which includes the 6 traits of writing and grade level paragraph expectations.	Our writing committee will meet throughout the year to create a writing plan and monitor the progress at each grade level.	writing committee minutes.	
		Implementation of HIgh 5 Poster in 4th and 5th Grades	Understanding the writing process and part of a paragraph	Ongoing writing assignments with the use of the Four Square	
		All grade levels will have dedicated writing time.			
Objective 2 **By May of 2024, 60% of students in 5th grade will reach the proficient or distinguished level of the KSA in social studies.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	Social studies will be embedded into the theme during reading.	Formative Assessment Data		
		Departmentalized in 5th grade and have a dedicated hour to social studies with project based learning included.	Social Studies lessons		
		Partnerships with community stakeholders.			
		3-5 will have dedicated social studies time.			

Goal 2 (State your science, social studies, and writing goal.): By May of 2025, 62% of students in grades 3-5 will reach the proficient or distinguished level in science, social studies, and writing as measured by the Kentucky Summative Assessment (KSA). Grade 4 will be assessed in science, with grade 5 assessed in social studies and writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 **By May of 2024, 35% of students in 4th grade will reach the proficient or distinguished level on the KSA in science.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	3 & 4 will use Amplify curriculum daily.			Title I Section 6 District Funds
		Science will be embedded in the theme in reading.			
		Science lessons will be focused on problem solving and hands-on activities.			
		Partnerships in community stakeholders			
		3-5 will have dedicated science time.			

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 2024, we will decrease the number of students scoring Novice in math who are identified with disabilities by 10%. Currently 60% of our students with a disability scored novice on KSA.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	Special Education Teachers will meet in PLC to break down data and determine patterns and next steps of iReady Diagnostic in Math	Team will look at Data for iReady Math	iReady Path iReady Diagnostic	IDEA Section 6
		Special Education Teachers attending Grade Level PLC"s when able	Assisting in common assessments being made and planning of lessons	Formative Assessment Summative Assessment	
		Implement student goal tracking, data binders and student led conferences by facilitating student ownership of learning	Students graphing 1 IEP goal per deficit area, monthly	Data Binder	
		Consistently provide Specially Designed Instruction (SDI) minutes 4 times a week during small group instruction	Student growth on IEP goals with consistency	IEP Goal Data	
		Vocabulary Walk- School Wide	Students learning new words based on a specific content area	iReady Diagnostic	
		Ability Grouping in Math Resource Times	Increase in student IEP Goal data using Math by topic, Connections, Touch Math, Math in Practice	IEP Goal Data iReady Diagnostic	
		CUBES Posters posted in 3rd-5th grade) classrooms	Increase understanding of word problems and	IEP Goal Data iReady Diagnostic	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			how to attack the problem		
Objective 2: **By May 2024, we will decrease the number of students scoring Novice in** **reading** **who are identified with** **disabilities** **by 10%. Currently 58% of our students with a disability scored novice on KSA.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	Special Education Teachers will meet in PLC to break down data and determine patterns and next steps of iReady Diagnostic in Math	Team will look at Data for iReady Reading	iReady Path iReady Diagnostic	
		Special Education Teachers attending Grade Level PLC"s when able	Assisting in common assessments being made and planning of lessons	Formative Assessment Summative Assessment	
		Implementing evidence based programs with Fidelity	Following UFLI pacing guide Following SRA pacing guide and placement test	IEP Goal Data UFLI Progress Monitoring SRA Assessments	
		Implement student goal tracking, data binders and student led conferences by facilitating student ownership of learning	Students graphing 1 IEP goal per deficit area, monthly	Data Binder	
		School Wide Vocabulary on Morning Announcements	To increase students deeper knowledge and understanding of Vocabulary in words used in everyday life	iReady Diagnostic	
		Consistently provide Specially Designed Instruction (SDI) minutes 4 times a week during small group instruction	Student growth on IEP goals with consistency	IEP Goal Data	
		Ability Grouping in Reading Resource Times	Increase in student IEP Goal data using UFLI, SRA	IEP Goal Data iReady Diagnostic	
		Vocabulary Walk- School Wide	Students learning new words based on a specific content area	iReady Diagnostic	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May of 2025, EL students will increase their status on KSA by 10%. On iReady in May of 2025, 65% of students labeled EL will meet their growth goal.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **By May 2024, we will decrease the number of students scoring Novice in reading as measured by KSA who are identified as Hispanic by 10%. Currently in reading we have 41% who scored in the novice range. In addition, on iReady 60% of our El students will meet their growth goal in reading.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	The EL teacher will provide professional learning for all staff on Ellevations and strategies to support ELL students in the classroom. There will be a school wide visual vocabulary focus. EL nights will be scheduled a minimum of two per year. The EL teacher will attend PLCs monthly to provide support and strategies for each grade level. Classroom teachers will be provided with a login to Ellevations and create a plan for learning in the classroom based on the ACCESS data. Each EL student will have a personalized learning plan based on their ACCESS score and the Ellevations data. This plan will be implemented in the regular classroom with support from the EL teacher.	ELL students will become more confident in their abilities. ACCESS scores will increase. Students will perform better on daily work in the classroom. Students will be actively engaged in dialogue with other students. Classroom plan.	ACCESS Scores Winter and Spring MAP FASTbridge DRA and FAST Common Formative Assessments Exit Slips Daily Work Admin Walkthroughs	District Funds Title I Section 6
Objective 2 **By May 2024, we will decrease the number of students scoring Novice in math who are identified as Hispanic by 10%. Currently in math we have 42% who scored in the novice range. In addition, on iReady 60% of our El students will meet their growth goal in math.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support				
Objective 3 **By May of 2024, our status score with our El's will increase from 52.9 to 55 as measured by KSA.**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data				

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): On our School Climate and Safety survey we scored an overall score of 77.5 We will increase our goal by 10%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **All students are treated the same if they break school rules with an index of 54%. By May of 2024, we will decrease this number by 10%.** **Objective 2** **Students being mean or hurtful to other students is not a problem for this school is 29% Students being mean or hurtful to other students online is not a problem for this school is 39%.** **By May of 2024, we will decrease this number by 10%**	KCWP #1: Design and Deploy Standards KCWP #2: Design and Deliver Instruction KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	Community Circles Create a tracking tool to identify the behavior and the consequence. Create a PBIS student committee to help create restorative consequences. Implement a dojo reward store. Be consistent with DOJO. Create a consistent list of consequences. Random interviews with students in 3-5. Lessons on understanding student differences. We will work with students on Lessons on Empathy. Include vocabulary in conversions - student voice, trusted adults, student differences Do a guidance lesson on appropriate use of technology.	Students will feel safe at school. Students will feel comfortable in class. Kagan will be used so students can share their opinions Counseling Data Morning Check in will reveal if students are feeling uncomfortable. Tracking Data for consequences	Survey KSA Counseling Data	District Funds Title I Section 6

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
☒		☒
Train the new special education teacher to teach a science to reading program.	UFLI Training through CKEC	☐
Primary teacher will be training in Science to reading strategies.	LETRS Training / Heggerty Training	☐
Admin will continue with PLC training in order to guide staff in correct strategies.	PLC training through Woodford County District.	☐
Teachers will be trained in Deeper Learning strategies.	District, School level, CKEC	☐