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

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.

- **Reading (all populations; SPED)**
- **Math (all populations; SPED)**
- **Combined Writing (all populations)**

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.

- **KWCP 1**
- **KWCP 2**
- **KWCP 3**
- **KWCP 5**

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.6	-5.1
State Assessment Results in science, social studies and writing	63.3	-6.6
English Learner Progress	59.3	11
Quality of School Climate and Safety	76.6	1.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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: Simmons Elementary will decrease the percentage of students scoring novice in Reading from 28% in 2023 to 14% in 2026 as measured by KSA.   Increase the percentage of students scoring proficient/distinguished in Reading from 47% in 2023 to 56% by 2026 as measured by KSA.
Simmons Elementary will increase the percentage of students scoring proficient/distinguished in Math (by growing apprentice to P/D) from 44% in 2023 to 53% in 2026 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of students scoring novice in Reading from 28% in 2023 to 23% in 2024 on KSA testing.

***Objective 1a: Increase the percentage of students scoring proficient/distinguished in Reading from 47% in 2023 to 50% in 2024 on KSA testing.. | KCWP 1 | Deconstruct standards during PLC to gain clarity and create clear and precise learning intentions and success criteria. | • Students are able to clearly state what the LI and SC mean | • PLC documentation
• Walkthrough data
• ELEOT data | No Funding |
| | | Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world. | • Teacher making numerous references to LI & SC during instruction
• Posted LI & SC on slides, bulletin boards, listed on assignments, etc.
• Students are able to make connections between LI & SC to previous taught content and/or real world current or future application | • Walkthrough data
• ELEOT data | No Funding |
| | KCWP 2 | Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery. | • Teacher clarity when introducing units, lessons, and topics
• Students can explain how they will be assessed and what mastery looks like | • Walkthrough data
• ELEOT data | No Funding |
| | | Students begin to set goals and monitor their progress toward those goals with teacher support. | • Students begin to monitor their data on assessments and/or mastery of standards using various methods | • Walkthrough data
• ELEOT data
• Student data monitoring (digital, binders, etc.) | No Funding |
| | KCWP 3 | Develop formative and summative reading assessments during PLCs to ensure congruence to standards. | • Assessments created or edited to meet the depth of standards | • PLC documents
• Created/edited Formative & Summative assessments | District Funds |
| | | Review assessment results (formative, summative, standardized, etc.) during PLCs, MTSS, and SBDM meetings. | • Teachers, teams, coaches, and school groups (MTSS, SBDM) analyze data to determine mastery of standards and next steps | • PLC data & documentation for formative & summative assessments
• i-Ready data review with coaches & admin
• KSA data review with MTSS team | No Funding |

Goal 1: Simmons Elementary will decrease the percentage of students scoring novice in Reading from 28% in 2023 to 14% in 2026 as measured by KSA. Increase the percentage of students scoring proficient/distinguished in Reading from 47% in 2023 to 56% by 2026 as measured by KSA.

Simmons Elementary will increase the percentage of students scoring proficient/distinguished in Math (by growing apprentice to P/D) from 44% in 2023 to 53% in 2026 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				• Standardized test review with SBDM	
	KCWP 5	Literacy coach monitors, in conjunction with general education teachers, SPED teachers, EL teacher, and admin the progress of students.	• Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• PLC meetings and documents • Team meetings w/literacy coach • Reading progress monitoring document • i-Ready Data • Fastbridge Data • SPS meetings/documentation	District Funds Title 1
Objective 2: Increase the percentage of students scoring Proficient/Distinguished in Math from 44% in 2023 to 47% in 2024 on KSA testing.	KCWP 1	Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students are able to make connections between LI & SC to previous taught content and/or real world current or future application	• Walkthrough data • ELEOT data	No Funding
	KCWP 2	Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery.	• Teacher clarity when introducing units, lessons, and topics • Students can explain how they will be assessed and what mastery looks like	• Walkthrough data • ELEOT data	No Funding
		Students begin to set goals and monitor their progress toward those goals with teacher support.	• Students begin to monitor their data on assessments and/or mastery of standards using various methods	• Walkthrough data • ELEOT data • Student data monitoring (digital, binders, etc.)	No Funding
	KCWP 5	Math coach monitors, in conjunction with general education teachers, SPED teachers, EL teacher, and admin the progress of students.	• Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• Team meetings w/math coach • Math progress monitoring document • i-Ready Data • Fastbridge Data • SPS meetings/documentation	District Funds Title 1

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

Goal 2: Simmons Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing (by growing apprentice to P/D) from 33% in 2023 to 45% in 2026 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring Proficient/Distinguished in Combined Writing from 33% in 2023 to 37% in 2024 on KSA testing.	KWCP 1	Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students are able to make connections between LI & SC to previous taught content and/or real world current or future application	• Walkthrough data • ELEOT data	No Funding
	KCWP 2	Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery.	• Teacher clarity when introducing units, lessons, and topics • Students can explain how they will be assessed and what mastery looks like	• Walkthrough data • ELEOT data	No Funding
	KCWP 3	Develop formative and summative reading assessments that include writing components (short answer, extended response, etc.) during PLCs to ensure congruence to standards.	• Assessments created or edited to meet the depth of standards • ALL summative assessments include written response questions	• PLC documents • Created/edited Formative & Summative assessments	District Funds Title 1
		Develop/use formative and summative multidisciplinary assessments that include writing components (short answer, extended response, etc.).	• Assessments created or edited to meet the depth of standards • ALL summative assessments include written response questions	• Created/edited Formative & Summative assessments	
		Review assessment results (formative, summative, standardized, etc.) during PLCs, MTSS, and SBDM meetings.	• Teachers, teams, coaches, and school groups (MTSS, SBDM) analyze data to determine mastery of standards and next steps	• PLC data & documentation for formative & summative assessments • KSA data review with MTSS team • Standardized test review with SBDM	
	KCWP 5	SPED and ELL teachers work collaboratively with general education teachers to use and reinforce strategies, graphic organizers, etc. for all students and across grade levels.	• Student usage of strategies and graphic organizers when writing	• Formative and summative Assessment data • Graphic organizers	District Funds Title 1

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: Reduce the percentage of Students with Disabilities (IEP) scoring novice in Reading from 57% in 2023 to 40% in 2024.	KCWP 1	Deconstruct standards during PLC to gain clarity and create clear and precise learning intentions and success criteria.	• Students are able to clearly state what the LI and SC mean	• PLC documentation • Walkthrough data • ELEOT data	No Funding
		Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students are able to make connections between LI & SC to previous taught content and/or real world current or future application	• Walkthrough data • ELEOT data	No Funding
	KCWP 2	Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery.	• Teacher clarity when introducing units, lessons, and topics • Students can explain how they will be assessed and what mastery looks like	• Walkthrough data • ELEOT data	No Funding
		Students begin to set goals and monitor their progress toward those goals with teacher support.	• Students begin to monitor their data on assessments and/or mastery of standards using various methods in both general education classroom and resource settings	• Walkthrough data • ELEOT data • Student data monitoring (digital, binders, etc.)	No Funding
	KCWP 3	Develop formative and summative reading assessments during PLCs to ensure congruence to standards.	• Assessments created or edited to meet the depth of standards	• PLC documents • Created/edited Formative & Summative assessments	District Funds Title 1
		Review assessment results (formative, summative, standardized, etc.) during PLCs, MTSS, and SBDM meetings.	• Teachers, teams, coaches, and school groups (MTSS, SBDM) analyze data to determine mastery of standards and next steps	• PLC data & documentation for formative & summative assessments • i-Ready data review with coaches & admin • KSA data review with MTSS team	District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				• Standardized test review with SBDM	
	KCWP 5	Literacy coach monitors, in conjunction with general education teachers, SPED teachers, EL teacher, and admin the progress of students.	• Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• PLC meetings and documents • Team meetings w/literacy coach • Reading progress monitoring document • i-Ready Data • Fastbridge Data • SPS meetings/documentation	District Funds Title 1
		SPED teachers conduct weekly PLC meetings to look at data as a team.	• Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• i-Ready Data • SPED progress monitoring documents	District Funds
		SPED and classroom teacher collaborative meetings to meet needs of SPED students; including, but not limited to, students receiving services in various grade levels.	• Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• i-Ready Data • SPED progress monitoring documents • Fastbridge Data • SPS meetings/documentation	District Funds Title 1
Objective 2: Reduce the percentage of Students with Disabilities (IEP) scoring novice in Math from 57% to 40%.	KCWP 1	Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students are able to make connections between LI & SC to previous taught content and/or real world current or future application	• Walkthrough data • ELEOT data	No Funding
	KCWP 2	Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery.	• Teacher clarity when introducing units, lessons, and topics • Students can explain how they will be assessed and what mastery looks like	• Walkthrough data • ELEOT data	No Funding
		Students begin to set goals and monitor their progress toward those goals with teacher support.	• Students begin to monitor their data on assessments and/or mastery of standards using various methods in both general education classroom and resource settings	• Walkthrough data • ELEOT data • Student data monitoring (digital, binders, etc.)	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5	Math coach monitors, in conjunction with general education teachers, SPED teachers, EL teacher, and admin the progress of students.	● Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	● Team meetings w/math coach ● Math progress monitoring document ● i-Ready Data ● Fastbridge Data ● SPS meetings/documentation	District Funds Title 1
		SPED teachers conduct weekly PLC meetings to look at data as a team.	● Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	● i-Ready Data ● SPED progress monitoring documents	District Funds Title 1
		SPED and classroom teacher collaborative meetings to meet needs of SPED students; including, but not limited to, students receiving services in various grade levels.	● Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	● i-Ready Data ● SPED progress monitoring documents ● Fastbridge Data ● SPS meetings/documentation	District Funds Title 1

4: English Learner Progress

Goal 4: Simmons Elementary will increase our overall English Learner Progress status score from 48 in 2022 to 65 by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the overall English Learner status score from 59.3 in 2023 to 65 in 2024.	KCWP 1	Deconstruct standards during PLC to gain clarity and create clear and precise learning intentions and success criteria.	• Students are able to clearly state what the LI and SC mean	• PLC documentation • Walkthrough data • ELEOT data	No Funding
		Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students are able to make connections between LI & SC to previous taught content and/or real world current or future application	• Walkthrough data • ELEOT data	No Funding
	KCWP 2	Teachers discuss with students at the beginning of units and lessons the learning intentions and how students will demonstrate mastery.	• Teacher clarity when introducing units, lessons, and topics • Students can explain how they will be assessed and what mastery looks like	• Walkthrough data • ELEOT data	No Funding
		Posting of ELLevation strategy of the week in Albert's Announcements (weekly principal newsletter).	• Teacher implementation of ELLevation strategies	• Walkthrough data • ELEOT data	No Funding
	KCWP 3	Develop formative and summative reading assessments during PLCs to ensure congruence to standards.	• Assessments created or edited to meet the depth of standards	• PLC documents • Created/edited Formative & Summative assessments	District Funds Title 1
		Review assessment results (formative, summative, standardized, etc.) during PLCs, MTSS, and SBDM meetings.	• Teachers, teams, coaches, and school groups (MTSS, SBDM) analyze data to determine mastery of standards and next steps	• PLC data & documentation for formative & summative assessments • i-Ready data review with coaches & admin • KSA data review with MTSS team • Standardized test review with SBDM	District Funds Title 1
	KCWP 5	EL teacher monitors, in conjunction with general education teachers, coaches, SPED teachers, and admin the progress of students.	• Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• PLC meetings and documents • i-Ready Data • Fastbridge Data • ACCESS testing • SPS meetings/documentation	District Funds Title 1

5: Quality of School Climate and Safety

Goal 5: Simmons Elementary will increase our Quality of School Climate & Safety status score from 76.6 in 2023 to 81 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who agree/strongly agree that "Students being mean or hurtful to other students is NOT a problem for this school" from 34% in 2023 to 50% in 2024.	KWCP 1	Teachers go over wording of state provided Quality of School Climate and Safety Survey Grades 3-5 document on KDE website.	• Students are able to understand and explain the wording of questions and what they mean.	• Teacher anecdotal data	District Funds School Funds Title 1
	KWCP 2	Daily implementation of SEL curriculum across all grade levels. Monthly Guidance lessons with the school counselor. Small groups for students to work on SEL skills, coping strategies, etc.	• Teachers and staff being proactive in preventing the number of Behavior referrals (ODRs and MIRs) • Teacher and counselor lessons reducing the number of counseling referrals • Teachers using restorative practices (circles) within their classrooms	• Monthly PBIS committee meetings • Monthly School and district MTSS meetings • Weekly Admin Logistics meetings (Admin, counselor) • Weekly Student Needs meetings • Behavior screener data • Walkthrough data • ELEOT data • Counseling and therapy logs and notes • Weekly Student needs meetings • SPS meetings and documentation	
	KWCP 5	Teacher, parent, staff, etc. referrals for students to receive additional services. SPS meetings to problem solve and create strategic steps to help students be successful behaviorally.			
Objective 2: Increase the percentage of students who agree/strongly agree that "Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for this school" from 49% in 2023 to 60% in 2024.	KWCP 1	Teachers go over wording of state provided Quality of School Climate and Safety Survey Grades 3-5 document on KDE website.	• Students are able to understand and explain the wording of questions and what they mean.	• Teacher anecdotal data	District Funds School Funds Title 1
	KWCP 2	Daily implementation of SEL curriculum across all grade levels. Monthly Guidance lessons with the school counselor.	• Teachers and staff being proactive in preventing the number of Behavior referrals (ODRs and MIRs) • Teacher and counselor lessons reducing the number of counseling referrals • Teachers using restorative practices (circles) within their classrooms • Media Specialist implementing lessons and activities using the DDL platform.	• Monthly PBIS committee meetings • Monthly School and district MTSS meetings • Weekly Admin Logistics meetings (Admin, counselor) • Weekly Student Needs meetings • Behavior screener data	

Goal 5: Simmons Elementary will increase our Quality of School Climate & Safety status score from 76.6 in 2023 to 81 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Small groups for students to work on SEL skills, coping strategies, etc.		● Walkthrough data ● ELEOT data	
		Technology education is part of the Media Specialist's curriculum.			
		Students use the Digital Driver's License platform.			
	KWCP 5	Teacher, parent, staff, etc. referrals for students to receive additional services.		● Counseling and therapy logs and notes ● Weekly Student needs meetings ● SPS meetings and documentation	
		SPS meetings to problem solve and create strategic steps to help students be successful behaviorally.			