

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.

Greater student participation in the classroom
More intentional techniques designed to reduce the gap for special education students

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
KCWP 4

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.5	-2.9
State Assessment Results in science, social studies and writing	68.3	-.9
English Learner Progress	83.9	First Reported Year
Quality of School Climate and Safety	78.2	-.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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
<p>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.</p>	<p>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>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Decrease the combined percentage of students scoring novice on reading and math. On the 2022-23 KSA, 19% of our students scored novice on reading and math combined. The percentage of students scoring novice on reading and math combined will decrease by two percentage points each year: 2023-24 (17%), 2024-25 (15%), 2025-26 (13%), 2026-27 (11%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the combined percentage of students scoring novice on reading and math to 17% as measured on the KSA in the spring of 2023-24.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - \$19,995
		Implementation of iReady - MyPath for individualized lessons on reading and math	Lesson plans, observations, walk-throughs	Weekly	None
		Professional learning and implementation of Deeper Learning strategies	Lesson plans, observations, walk-throughs	Weekly	None
		Increase hands-on, real-life lessons by beginning to implement PBL.	Lesson plans, observations, walk-throughs	Weekly	None
		Teachers will be bi-monthly in vertical teams to ensure there are no gaps in instruction.	Newsletters, meeting agendas	Bi-Monthly	None
		Increase co-teach support for special education students by better aligning staff schedules.	Lesson plans, observations, walk-throughs	Weekly	None
		Give homeroom teachers an opportunity to learn from one another by arranging Teachers Observing Teachers days each semester	Newsletters, lesson plans	Once each semester	Cost of substitutes to cover classrooms while teachers are observing
	KCWP 4: Review, analyze, and apply data. Create and support school-wide	Family math and reading nights - opportunity to engage families in current math instruction	Newsletters, website, parent feedback	Yearly	Parent Involvement Funds / FRC

Goal 1 (State your reading and math goal.): Decrease the combined percentage of students scoring novice on reading and math. On the 2022-23 KSA, 19% of our students scored novice on reading and math combined. The percentage of students scoring novice on reading and math combined will decrease by two percentage points each year: 2023-24 (17%), 2024-25 (15%), 2025-26 (13%), 2026-27 (11%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction and determine professional learning needs.	Greater monitoring and fidelity of tier 2 and tier 3 interventions in reading and math	Data Meetings, RTI Planning Doc, Fidelity Checks	Monthly	None
		Several teachers are completing LETRS training in the spring of 2024 to become more aware of the science around reading instruction and implement some of those strategies in their classroom	Lesson plans, iReady diagnostic results, progress monitoring data	Weekly	None

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or distinguished on the Kentucky Summative Assessment in science to 60% by the spring of the 2026 - 2027 school year. The current percentage of students scoring proficient and distinguished is 44%. The percentage of students scoring proficient or distinguished on KSA will increase by at least four percentage points each year: 2023-24 (48%), 2024-25 (52%), 2025-26 (56%), 2026-27 (60%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or distinguished on the Kentucky Summative Assessment in science to 48% by the spring of the 2023- 24 school year.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - \$19,995
		More student exposure to technical reading and writing	Observations, walk-thoughts, science assessments	Monthly	N/A
		Increased implementation of the Amplify curriculum in grades K - 5	Lesson plans, observations, walk-throughs	Weekly	N/A
		Teachers will be bi-montly in vertical teams to ensure there are no gaps in instruction.	Newsletters, meeting agendas	Bi-Monthly	
	KCWP 5: Design, Align, and Deliver Support. Outside groups from the community will be involved with science education	Officer from the Department of Fish and Wildlife will deliver conservation instruction to fourth grade students	Lesson plans	Monthly	N/A
		Woodford County Cooperative Extension office will provide science instruction, related to 4-H	Lesson plans	Monthly	N/A
		School-wide visit from the mobile science lab	Lesson plans	Monthly	Conservation Grant

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).

Goal 3 (State your achievement gap goal.): Reduce the percentage of students with disabilities in grades 3 - 5 scoring novice on the KSA mathematics exam. On the 2023 KSA mathematics test, 56% (32 students) of our students with disabilities scored novice. We will reduce the percentage of students with disabilities scoring novice on the mathematics portion of the KSA test to 50% in 2024, 45% in 2025, and 40% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the percentage of students with disabilities in grades 3-5 scoring novice on the KSA mathematics exam. On the 2023 KSA mathematics test, 56% (32 students) of our students with disabilities scored novice. As measured on the 2024 KSA mathematics exam, 50% or less of students in grades 3-5 will score novice.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Implementation of iReady, MyPath lessons for students with disabilities	Lesson plans, observations, walk-throughs	Weekly	District Funded
		Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - \$19,995
		Professional learning and implementation of Deeper Learning strategies	Lesson plans, observations, walk-throughs	Weekly	None
		Increase hands-on, real-life lessons by beginning to implement PBL.	Lesson plans, observations, walk-throughs	Weekly	None
		Improve pre-teaching of key vocabulary prior to and during lessons	Lesson plans, observations, walk-throughs	Weekly	None
		Increase students' knowledge and use of support tools for instruction and assessment	Lesson plans, observations, walk-throughs	Weekly	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Increase co-teach support for special education students by better aligning staff schedules.	Lesson plans, observations, walk-throughs	Weekly	None
		Improve alignment of resource time objectives with general education classroom objectives	Lesson plans, observations, walk-throughs	Weekly	None

4: English Learner Progress

Goal 4 (State your English Learner goal.): Reduce the percentage of English learners in grades 3 - 5 scoring novice on the KSA mathematics exam. On the 2023 KSA mathematics test, 44% (8 students) of our English language learners, scored novice on the KSA mathematics exam. We will reduce the percentage of English language learners scoring novice on the mathematics portion of the KSA test to 38% in 2024, 32% in 2025, and 26% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Reduce the percentage of English learners in grades 3 - 5 scoring novice on the KSA mathematics exam. On the 2023 KSA mathematics test, 44% (8 students) of our English language learners. We will reduce the percentage of English language learners scoring novice on the mathematics portion of the KSA test to 38% in 2024.</p>	<p>KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity</p>	<p>Implementation of iReady, MyPath lessons for English learner students</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>District Funded</p>
		<p>Staff professional development led by Magnify Learning in project-based learning</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>Title 1 - \$19,995</p>
		<p>Increased use of Deeper Learning strategies to increase student participation and buy-in</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>None</p>
		<p>Increase hands-on, real-life lessons by beginning to implement PBL</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>None</p>
		<p>Pre-teach key mathematics vocabulary prior to the lesson</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>None</p>
		<p>Tiered levels of support for English learners struggling in mathematics</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>	<p>None</p>
		<p>KCWP 4: Review, analyze, and apply data. Create and support school-wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction and determine professional learning needs.</p>	<p>Use of an EL tracking sheet to track progress of individual students toward their goal.</p>	<p>Lesson plans, observations, walkthroughs</p>	<p>Weekly</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the percentage of students that feel personally connected to one or more staff members at Southside. On the 2023 KSA School Climate Survey, only 22% of students strongly agreed that a teacher or some other adult would care if they missed a day of school. The percentage of students that strongly agree will increase to 40% in 2024 and 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students that feel personally connected to one or more staff members at Southside. On the 2023 KSA School Climate Survey, only 22% of students strongly agreed that a teacher or some other adult would care if they missed a day of school. The percentage of students that strongly agree will increase to 40% in 2024.	KCWP 6: Strategic Establish Learning Culture and Environment	Name and claim each student.	School Climate Survey	Yearly	None
		Professional Development to identify if there are students that do not feel connected to an adult at school.	Faculty meeting agendas	Monthly	None
		Assign adult mentors to students that are struggling academically, socially, or emotionally.	Faculty meeting agendas	Monthly	None
		Explicit instruction on how to answer NOT questions.	School Climate Survey	Yearly	None
		Start student leadership groups	Lesson plans, walk-throughs	Weekly	None
		Connect intermediate classes with primary classes as buddies/mentors	Lesson plans, observations, walkthroughs	Monthly	None
		Begin using the 2 X 10 Behavior Intervention	Office Referral Data	Monthly	None