



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 school goals include the following:
 - o For elementary/middle school, these include proficiency, separate academic indicators, achievement gap, and growth.
 - o For high school, these include proficiency, separate academic indicators, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Simpson Elementary School from 46% to 77.3 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Simpson Elementary School from 46% to 79 by 2030.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KSA Score at Simpson Elementary School by 10% by 2025.	KCWP 4: Review, Analyze and Apply Data Strategy: Data Analysis	STAR Analysis During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure effectiveness of teaching on each Kentucky Academic Standard. Each analysis will end with a plan developed by teachers to differentiate, reteach, and enrich students according to this work.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report	September- Teachers used three data points, including STAR, to determine flex groups designed to provide differentiation--reteach and enrich skills needed to achieve proficient/distinguished work.	\$4,000 STAR
Objective 2 Increase the percentage of students scoring Proficient and Distinguished in Math on KSA Score at Simpson Elementary School from 46 to 60 by 2025.	Reading 59-N 63-A 68-P 36-D Math 43-N 79-A 70-P 32-D	KSA (third grade) and KSA Scrimmage (2nd and 3rd grade) Data Analysis Faculty, Staff, and stakeholders analyze comparative and longitudinal data Faculty, staff, stakeholders, students and parents analyze individual	Evidence: Parent communication documentation. Student data notebooks SES/LES Parent Night google slides and agenda	In October, teachers analyzed KSA and STAR longitudinal data and looked to revise curriculum maps, pacing, and collaborated to design instruction for the next 45 days October-Teachers were also given GAP data to reflect on last year's minority academic performance and	\$1,600 Formative Online Assessment Platform

	student data and student reports during parent nights and parent teacher conferences Faculty, stakeholders, and Staff analyze GAP comparative and longitudinal data	also to “name and claim” minority students and be aware of current academic standing and where they need to go. Vertical alignment for the flex groups to increase the rigor in each of the benchmark and above classes.	January PLC, teachers will analyze KSA results based on NAPD counts and compare them to last year’s scores.	\$1,600 Formative Assessment *noted multiple times.
<u>KCWP 1: Design and Deploy Standards</u> Strategy: Instruction and Curriculum	Formative KSA assessments will be given periodically to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich mastery. During the 2nd and 3rd trimesters, our second and third grade classes will start having additional constructed response practice and KSA like assessments before the end of the year assessment.	Evidence: *Comparative data to prior years and prior learning checks *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items	August- teachers will ensure curriculum maps reflect KAS standards accurately. Teachers used KAS to prioritize standards as essential, important, and condensed. Weekly-teachers use common formative assessments to monitor progress toward these standards.	\$0
<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Teachers posting standards based student friendly “Success Criteria” or “I can” statements in classes and on weekly overviews	Evidence: Success Criteria 1. What are we learning? 2. Why are we learning it? 3. How do I know I’ve got it?	Success criteria is posted on overviews and in each classroom. Many teachers are starting to post them in weekly assignments in schoology. Walkthrough documents include a look at how teachers inform learning targets to students to increase engagement. Students are specifically asked these	\$0

					questions and the feedback is sent to the teacher so they know how the Ss responds.	
	KCWP 4: Review, Analyze and Apply Data Strategy: Next Grade Readiness	At each grade level we have identified specific criteria that indicate proficiency. This includes computation (MCOMP) and application (MCAP), STAR SS, Early Numeracy and writing in math for 3rd grade.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report			\$4,000 STAR

2: Separate Academic Indicator

Goal 2: Students at Simpson Elementary will increase student performance on writing prompts by 20% as measured by identified Next Grade Level Readiness Benchmarks by 2030.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Maintain or increase student performance by 5% on the school writing program scaffolded from 1st grade through 3rd by May 2025	<u>KCWP 3: Design and Deliver Assessment Literacy</u> Strategy: Writing throughout all content areas	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis	Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness.	October-teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements. This will update again in January.	\$0
		District writing curriculum map, district writing exit criteria for each grade level, district writing policy	Evidence *Vertically aligned writing curriculum map. *Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school wide & C.U.P.S as well as CUBES for math.	Teachers are given feedback on the writing assignments and assessments planned and designed for hybrid learning.	\$0
		Focusing on writing throughout all grades with Writing Exit Criteria, development of common writing	Evidence *Vertically aligned writing curriculum map.	August/September-teachers review district writing criteria from SES google site. This criteria directly aligns with our district writing policy.	\$0

		assessments, math writing learning checks Offer a variety of writing across Curriculum professional development, time to collaborate on writing instruction and data analysis, support in live scoring and double blind scoring	*Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school-wide & C.U.P.S as well as CUBES for math.	November/December -District Writing Policy revised and reviewed by SBDM for changes October-teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements.	
	<u>KCWP 1: Design and Deploy Standards</u> Strategy: Assessment	KSA Scrimmage / Learning checks will be given twice a year determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich mastery. During the third semester, our third grade classes will start having writing scrimmages before the end of the year assessment.	Evidence *Comparative data to prior years and prior learning checks. *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items.	We will utilize Formative KSA assessments to inform students of summative data schoolwide.	\$1,600 Formative Assessment *referenced multiple times.
	<u>KCWP 1: Design and Deploy Standards</u> Strategy: Writing Portfolio	Students will develop a writing portfolio that contains three developed pieces according to writing standards: narrative, opinion, and informative that are scored by grade level writing rubric. Students will choose one piece to upload into a digital portfolio from each grade level.	Evidence: Google Writing Folder Writing Template	May	\$0
	Strategy: Instructional Plan	Third grade students will participate in a short answer writing scrimmage to monitor progress toward consistently scoring a 2 (next grade	Evidence: Prompts Planning Meeting	Scheduled in January and March	\$0

		ready requirement). I reading and I math writing prompt.	Teacher Meetings w/Administration		
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3: Gap

Goal 3: Increase the percent of students in our GAP groups scoring proficient and distinguished by an average of 30% by 2030.					
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined Reading and Math Proficiency KSA scores for Simpson Elementary students in the GAP group by 3% in 2023.	KCWP 5: <u>Design, Align and Deliver Support</u> KCWP 1: <u>Design and Deploy Standards</u> Strategy: MTSS	Master schedule reflects all students having access and exposure to their core academic grade level for reading and math instruction.	Evidence: Growth in student assessment scores. STAR Aims Web ORF FRY Words Learning Checks Common Assessments	The master schedule is designed to maximize learning opportunities for all students at SES. The SBDM votes on the schedule each spring after team leaders have been consulted on the master schedule and the needs of our students.	\$4,000 STAR
		Typically, every 6 weeks, students scoring consistently in the 10th percentile and lower will be reviewed by an RTI team that consists of social-worker, principal, CIA, school psychologists, and special ed consultants. Those students not making progress will be monitored weekly or every other week in target areas using an evidence based intervention strategy. Parents are notified via letter from the teacher explaining the progress monitoring. (FastBridge)	Evidence RTI graphs Meeting notes Student historical data Referrals for special ed Members Responsible Special Ed Consultant Teachers Interventionists Principal School Psychologists CIA	The first RIT Progress Monitoring meeting is scheduled for February.	\$1,200 Sub costs (Total for the year)
		Students have access to intervention/flex groups within their	Evidence: Growth in student	Ongoing	\$0

		team based on their academic need. This time is dedicated to either further the students' thinking or address gaps in their learning to bring them to proficiency or above.	assessment scores. STAR Aims Web ORF Sight/High-Frequency Words Learning Checks Common Assessments		
	At Risk Interventions Students will receive differentiated instruction to meet content needs. Typically, 1st and 2nd grade reading flex teachers use Orton Gillingham to close phonological, phonemic, and phonics gaps at each level. Reading Intervention Teachers: A Title I intervention teacher will continue to work with students that are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton Gillingham or Reading mastery to provide tier 2 and tier 3 interventions. Two additional reading intervention teachers will focus on Tier 3 students (120+) as a part of the RTI process. Primary Talent Pool-PTP teachers provide services to students in the GAP that are identified as high potential learners. PTP teacher collaborates in the classroom to	Evidence: Classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished	2 days per week, 15-30 min depending on tier status	\$0	

		provide opportunities for higher order thinking, as well as monitor progress and offer support to those GAP students who are not scoring proficient or higher on KSA-like assessments. Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2 or tier 3 status. Letters from Flex Teachers outlining expectations and pertinent information to that class. Parent might targeting math strategies to use at home and better understanding of KAS math standards and expectations.	provide opportunities for higher order thinking, as well as monitor progress and offer support to those GAP students who are not scoring proficient or higher on KSA-like assessments. Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2 or tier 3 status. Letters from Flex Teachers outlining expectations and pertinent information to that class. Parent might targeting math strategies to use at home and better understanding of KAS math standards and expectations.			
		During flex/RTI time, special education teachers will have resource time to work with special education students on their IEP and academic goals.	Evidence: *RTI progress *Reduction of novice *Increase of GAP proficient/distinguished	Interventionists and classroom teachers will deliver RTI based on multiple data sets that include but not limited to: - STAR Reading - STAR Math - STAR Phonics - STAR CBM - ORF - MCOMP - MCAP - Writing Rubric	\$0	
	● <u>KCWP 6: Establishing Learning Culture and Environment</u> <u>Strategy:</u> Instructional Process and Collaboration	All students at Simpson Elementary will be taught by highly qualified teachers in all content areas.	Evidence: Teachers that have averages in the 3 and 4 range for PGES Low teacher turnover Retain quality teachers. Release teachers who continually	PGES documentation from each semester.	\$0	

			need improvement, lower morale or fail to put students at the forefront.		
		Each classroom will get special education students that have similar needs such as same math goals together, writing goals, reading comprehension and behavior students will be distributed equally among the staff. The special education teachers will look at each student's IEP and categorize according to needs in each grade level.	Evidence Differentiation in instruction for students with IEPs noted in walkthroughs and PGES evaluations Novice reduction	Ongoing	\$0

4: Growth

Goal 5 (State your Growth goal): Increase proficiency by reducing the percentage of students scoring novice on the state assessment by 50% by 2030.					
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To decrease the number of students scoring novice in reading and math by 5% by 2025.	<u>KCWP 2 Design and Deliver Instruction</u> Strategy: Professional Learning Communities	Administrative staff is assigned to specific teams and use the PLC protocol to review learning targets, high yield strategies used during instruction, assessment results, and instruction developed from those results to improve teaching, teacher reflection, foster collaboration, and rigor of the curriculum. There is a specific section that discusses the novice reduction piece of the protocol in terms of reteach, RTI and parent communication.	Evidence *Increase common unit assessments, KSA scores, and writing learning check scores.		\$0
		Review and analyze the criteria that we have established as next grade readiness. Compare this information with previous years data to make sure that the academic bar is high enough and we are getting students to proficiency for their grade level.	Evidence Increase in sight/high-frequency words, ORF, writing scores, learning checks, AIMS web assessments, etc. Decrease in novice and apprentice scores in all areas.	NGR graphic and STAR reports were the only means of communication in Nov.	\$0
	<u>KCWP 4: Review, Analyze and Apply Data RTI Instruction -</u> Strategy:	At Risk Interventions Students will receive differentiated instruction to meet content needs. Reading Intervention Teacher	Evidence:	2 days per week, 15-30 min depending on tier status provided by classroom teachers and interventionists.	\$0

	Differentiated Instruction	A Title I intervention teacher will continue to work with students that are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton-Gillingham, scholastic interventions and use power reading to provide tier 2 interventions.			
Objective 2: Collaborate to increase the overall school attendance average by 1% by 12/31/2024 as measured by daily attendance in Infinite Campus.	<u>KCWP 6: Establishing Learning Culture and Environment</u> Strategy: Non Academic Data	School leadership will identify non-cognitive data such as attendance and behavior. Data will be reviewed on a quarterly basis through a quarterly PBIS report and site visit. DPP will monitor attendance along with school team.	Evidence *Increase common unit assessment proficiency data, KSA scores, and learning check scores.		\$0