2024-25 RINEYVILLE ELEMENTARY SCHOOL 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.

1. Students with disabilities in Reading: As a whole, students scored 59% P/D in Reading, while students with disabilities scored 19% P/D. This is a difference of: 40%.
2. Students with disabilities in Math: As a whole, students scored 55% P/D in Math, while students with disabilities scored 26% P/D. This is a difference of: 29%.
3. Reducing novice in Social Studies: 21% of students scored Novice overall, while 55% scored P/D. This was the lowest category overall

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
Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?
Grades K-3 teachers are trained in Orton Gillingham reading strategies.
-Grades 3-5 teachers have been trained in OG morphology reading strategies.
-All K-5 teachers are trained and implementing the Ready Math Curriculum
-All teachers are using data from iReady to provide gap support and enrichment support to students on their individual level.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	74.8	-0.6
State Assessment Results in science, social studies and writing	62.4	-12.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	76.3	-1.5
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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 Spring 2026, Rineyville Elementary's Reading scores will increase from 59% P/D to 79% P/D and Math scores will increase from 55% P/D to 75% P/D.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Rineyville's Reading scores will increase from 61%P/D to 71% P/D.	KCWP2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: 1. Orton-Gillingham phonemic awareness, phonics, fluency, and comprehension skills strategies. 2. KAGAN Cooperative Learning Strategies 3. Orton-Gillingham instruction provided to target students. 4. Orton Gillingham Fluency passages	-PLC minutes -Common Assessments designed by teacher -Common Assessments from Edulastic -KAGAN strategies -Walkthrough Data -Professional Learning -State test scores -iReady data Person Responsible: Classroom teachers Principal PD committee MTSS teacher District Academic support	-Spring 2025 State Assessment Data - Reading iReady reports -Student Growth Reports -Student Projected Proficiency Reports -MTSS Growth Reports -OG Assessment Data	PD Title I
Objective 2: By May 2025, Rineyvile's Math scores will increase from 52%P/D to 62% P/D.	KCWP2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies:	-Walkthrough Data -State test scores -Reflex Math Data - Math iReady Data Person Responsible:	-Spring 2025 State Assessment Data - Math iReady reports -Student Growth Reports -Student projected proficiency reports -MTSS Math Growth Reports	PD Title 1

Goal 1 (State your reading and math goal.):
By Spring 2026, Rineyville Elementary's Reading scores will increase from 59% P/D to 79% P/D and Math scores will increase from 55% P/D to 75% P/D.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		1. Math Vocabulary Strategies 2. Ready Math strategies 3. Use of Math Manipulatives 4. Math talks at all grade levels.	Instructional Committee Principal Classroom Teachers MTSS Teacher		

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

Goal 2 (State your science, social studies, and writing goal.):
By 2026, Rineyville's Science scores will increase from 42% P/D to 62% P/D.
By 2026, Rineyville's Social Studies scores will increase from 55% P/D to 75% P/D.
By 2026, Rineyville's Combine Writing scores will increase from 69% P/D to 89% P/D.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Rineyville's Science scores will increase from 32%% P/D to 42% P/D.	KCWP1	Ensure that vertical curriculum planning is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 1. Pacing guides 2. Alignment to Resources (Mystery Science and reading materials) 3. Reading Research Centers 4. Through Course Tasks per grade level	-Lesson plans -Pacing guides -PLC minutes -Committee minutes -Person responsible: Classroom teachers Science Lab Teacher 4th Grade Science teachers Instructional Committee	-Spring 2025 State Assessment Data -Grade level teacher-created common assessments -Through Course Tasks data	Title I PD
Objective 2: By May 2025, Rineyville's Social Studies scores will increase from 41% P/D to 51% P/D.	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional learning in high yield instructional strategies. Focus on the following strategies. 1. Reading comprehension strategies 2. Vocabulary Strategies	-Walkthrough Data -Lesson plans -State test scores -Common assessment designed by teacher and Edulastic results Person Responsible: Classroom teachers Instructional Committee	Spring 2025 State Assessment Data Grade level teacher-created common assessments	Title I PD

Goal 2 (State your science, social studies, and writing goal.):

    By 2026, Rineyville's Science scores will increase from 42% P/D to 62% P/D.

    By 2026, Rineyville's Social Studies scores will increase from 55% P/D to 75% P/D.

    By 2026, Rineyville's Combine Writing scores will increase from 69% P/D to 89% P/D.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By May 2025, Rineyville's Combined Writing scores will increase from 40% P/D to 50% P/D.	KCWP1 KCWP2	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 1. School-wide writing plan reviewed and updated annually 2. Alignment to resources Plan strategically in the selection of high yield instructional strategy usage within lesson. Model lessons and professional learning in high yield instructional strategies. Focus on the following strategies: 1. 4-square writing 2. On-Demand Writing checklists and live scoring sessions 3. Peer editing	Lesson plans -Writing plan -PLC minutes -Work samples -State test scores -Person responsible: Principal Instructional Committee Classroom teachers	Spring 2025 State Assessment Data Grade level teacher-created common assessments	Title I PD

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 2025, Rineyville's students with disabilities with accomodations scoring Novice in Reading will be reduced by 10%.	KCW2	Ensure the instructional modifications are made based upon the immediate feedback gained from formative assessments. 1. My Path Reading 2. Lexia 3. District non-negotiable tests	iReady projected proficiency reports/decile charts Online software updates Orton Gillingham red words and fluency Person responsible: Special Education Teachers Principal Classroom teachers MTSS Teacher	Spring 2025 State Assessment Data iReady reports Student Growth Reports Student Projected Proficiency Reports Decile Charts 3 times per year	Title I
Objective 2: By Spring 2025, Rineyville's students with disabilities with accommodations scoring Novice in Math will be reduced by 10%.	KCW2	Ensure that instructional modifications are made based upon the immediate feedback. 1. My Path Math 2. Reflex Math 3. Ready Math classroom manipulatives	iReady projected proficiency reports/decile charts Online software updates Fast fact fluency assessments	Spring 2025 State Assessment Data iReady reports Student Growth Reports Decile Charts 3 times per year	Title I

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Person responsible: Special Education Teachers Principal Classroom teachers MTSS Teacher		

4: English Learner Progress

Goal 4 (State your English Learner goal.):
By 2026, Rineyville Elementary's English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2025, the English Learner Progress Indicator will increase from 60.5/High to 65/Very High.	KCWP2: Design & Deliver	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. *(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)* *Carousel of Ideas (Elementary Curriculum)*	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	☐ -Spring 2025 State assessment results -School report card -ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By 2026, Rineyville will raise its current status from 76.3 Medium to 86.3 very high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2025, Rineyville will raise it's Climate Index from 78.9 High to 82,9 Very High.	KCWP 6: Establish Learning Culture and Environment	PBIS SEL Lessonss Character Education KARE Committee Behavior Data Counselor Referrals	State Assessment Results	Fall 2024 testing results	Title I Funds General Funds
Objective 2: By Spring 2025 Rineyville will raise it's Safety Index from 73.6 Medium to 80.6/High.	KCWP 6: Establish Learning Culture and Environment	PBIS SEL Lessonss Character Education KARE Committee Behavior Data Counselor Referrals	State Assessment Results	Fall 2024 testing results	Title I Funds General Funds

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?   **Response:**   **Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

TSI/ATSI 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 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 staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

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.

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