

Spottsville 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.

14% of students who are considered economically disadvantaged scored novice in reading and math.

25% of students who receive special education services scored novice in reading and 45% scored novice in 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.

Observations with walkthrough instruments, analysis of assessment data, master schedule with SPED co-teach intentionally built, also allows for collaborative setting for extra teacher push-in to provide extra supports for students, academic/behavior RTI notes, check/connect, staff meeting agenda/notes, student recognitions.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	84.3	-3.4
State Assessment Results in science, social studies, and writing	72.1	-5.9
English Learner Progress		
Quality of School Climate and Safety	94	2.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2027, Spottsville will increase the reading percentage of proficient/distinguished students from 74% to 77.6% and the math percentage of proficient/distinguished students from 76% to 82.7% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May of 2025, 75% of students will score at or above proficiency in the area of reading on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze, Apply Data Results • KCWP 5: Design, Align and Deliver Support Processes 	<p>Teachers will use the Fountas and Pinnell curriculum, Story Works, novel sets, and book clubs in their classroom daily for their core instruction.</p> <hr/> <p>Students will be assigned an AR goal each marking period that is based on the STAR reader test (taken each marking period). Students will be expected to read daily to achieve the individualized goal. AR rewards will be given to students who meet 100% and 200% of their AR goals.</p> <hr/> <p>K-5 grade students will utilize the Lexia Core 5 online program to improve reading comprehension.</p> <hr/> <p>All students will receive Tier II intervention/acceleration based on BAS/MAP data. Tier III intervention will be provided to students scoring below the 25th percentile on MAP.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialist Interventionists Title I Interventionists</p>	<p>March: June:</p>	<p>SBDM: \$8,000 Title 1: \$120,000</p>

Goal 1: By 2027, Spottsville will increase the reading percentage of proficient/distinguished students from 74% to 77.6% and the math percentage of proficient/distinguished students from 76% to 82.7% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Classroom teachers and/or interventionists will provide small-group instruction to Tier II students. Students receiving Tier II interventions that scored below the 50th percentile on MAP will be progress monitored every other week. Students receiving Tier III interventions will be progress monitored weekly. RtI will meet bi-weekly to discuss student progress. Teachers will meet with interventionists monthly during PLC meetings to analyze data.</p> <p>Leveled Literacy Intervention curriculum and UFLI phonics will be used for grades K-5 for Tier III reading intervention.</p> <p>Families will be invited to participate in a Literacy Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with reading activities at home.</p>			

Goal 1: By 2027, Spottsville will increase the reading percentage of proficient/distinguished students from 74% to 77.6% and the math percentage of proficient/distinguished students from 76% to 82.7% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: By May of 2025, 80% of students will score at or above proficiency in the area of math on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes 	<p>Teachers will implement 90 minutes daily of math instruction using Math In Focus curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, test preps, and Everyday Calendar Counts.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialist Interventionists Title I Interventionists Family Resource Coordinator</p>	<p>March: June:</p>	<p>Title 1: 110,000</p>
		<p>IXL or Imagine Learning will be implemented in grades K-5 daily. Objectives to be mastered each week are determined by each grade level.</p>			
		<p>Imagine Math Facts - fact fluency goals for every grade level will be set for each student by the classroom teacher.</p>			
		<p>All students will receive Tier II intervention/acceleration (Go Time - based on common formative or summative assessments). Tier III intervention will be provided to students scoring below the</p>			

Goal 1: By 2027, Spottsville will increase the reading percentage of proficient/distinguished students from 74% to 77.6% and the math percentage of proficient/distinguished students from 76% to 82.7% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>25th percentile on MAP. Classroom teachers and/or interventionists will provide small-group instruction to Tier II students. Students receiving Tier II interventions that scored below the 50th percentile on MAP will be progress monitored every other week. Students receiving Tier III interventions will be progress monitored weekly RTI will meet bi-weekly to discuss student progress. Teachers will meet with interventionists monthly during PLC meetings to analyze data.</p>			
		<p>Families will be invited to participate in a Math and Science Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with math and science activities at home.</p>			

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

Goal 2: By May 2027, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 61.4%, increase the social studies percentage of proficient/distinguished students from 74% to 85.2%, increase the writing percentage of proficient/distinguished students from 63% to 74% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May of 2025, 59% of students will score at or above proficiency in the area of science on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes 	<p>Mystery Science and Amplify Science: K-5 students will participate in science lessons aligned to the NGSS standards. 4th-grade students receive science instruction for 60 minutes five times a week. K-3, 5th-grade students receive science instruction for 60 minutes weekly.</p> <p>Generation Genius: 4th-grade students will participate in Generation Genius lessons aligned to the NGSS standards. 4th-grade students receive science instruction for 60 minutes five times a week. K-3, 5th-grade students receive science instruction for 60 minutes weekly.</p> <p>Fountas & Pinnell: K-5 students will integrate science content into Fountas & Pinnell Classroom instruction.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialists STLP Coach Title I Interventionists Family Resource Coordinator</p>	<p>March: June:</p>	<p>SBDM: \$5,000 Title 1: \$5,000</p>

Goal 2: By May 2027, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 61.4%, increase the social studies percentage of proficient/distinguished students from 74% to 85.2%, increase the writing percentage of proficient/distinguished students from 63% to 74% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>4th-grade students receive science instruction for 60 minutes five times a week. K-3, 5th-grade students receive science instruction for 60 minutes weekly.</p>			
		<p>Families will be invited to participate in a Math and Science Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with math and science activities at home.</p>			
		<p>STLP (The Student Technology Leadership Program) is available for 4th and 5th graders. STEAM challenges are integrated throughout the school year.</p>			
		<p>Our school media specialist will integrate STEAM instruction for all K-5 students 45 minutes weekly.</p>			

Goal 2: By May 2027, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 61.4%, increase the social studies percentage of proficient/distinguished students from 74% to 85.2%, increase the writing percentage of proficient/distinguished students from 63% to 74% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: By May of 2025, 83.5% of students will score at or above proficiency in the area of social studies on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes 	<p>All 5th-grade students will receive 45 minutes of Social Studies instruction daily using Teacher Created Materials and Savvas-My World, Social Studies Weekly, History Alive, Social Studies IXLs, and We the People curriculums. Grades K-4 students receive social studies instruction 60 minutes weekly.</p> <p>5th-grade students will attend the Live Henderson Area Arts Alliance and Preston Arts Center performance that is social studies content based.</p> <p>Additional Social Studies supplements are incorporated throughout the school year for various grade levels including CommonLit Social Studies Articles, ReadWorks Social Studies Articles, Junior Achievement, Native American speakers, NewsQuiz</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers</p>	<p>March: June:</p>	<p>SBDM: \$2,000</p>

Goal 2: By May 2027, Spottsville will increase the science percentage of proficient/distinguished students from 51% to 61.4%, increase the social studies percentage of proficient/distinguished students from 74% to 85.2%, increase the writing percentage of proficient/distinguished students from 63% to 74% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		through PBS, Liberty Kids, The Story of Us, etc.			
Objective 3: By May of 2025, 72.4% of students will score at or above proficiency in the area of writing on the Kentucky Summative Assessment.	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes 	<p>K-3 will use FPC Writing mini-lessons at least twice a week. K-5 will use claim, reasoning, and evidence for on-demand writing (science and social studies).</p> <p>Grade level expectations for writing progression from grade level to grade level (basic sentence building to multiple sentence paragraphs, etc.).</p> <p>Grade levels implement specific ability-appropriate response structures for ODW, EWR, and Short Answer questions</p>	Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers	March: June:	Title I: \$3,000

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
<p>Objective 1: By May of 2025, Spottsville will reduce the percentage of students with IEPs scoring novice in reading from 25% to 23% on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes ● KCWP 6: Establish Learning Environment and Culture 	<p>Students will receive protected guided reading times, leveled literacy intervention, Lexia reading program, small group instruction, benchmark assessment system, and co-teaching.</p> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists meet in PLC monthly to review RTI data.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers</p>	<p>March:</p> <p>June:</p>	
<p>Objective 2: By May of 2025, Spottsville will reduce the percentage of students with IEPs scoring novice in reading from 45% to 35% on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy 	<p>Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, benchmark assessment system data, leveled literacy instruction, and classroom data. Certified teachers will provide tutoring in the area of reading to students in grades K-5 after</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers ESS Teachers ESS Liaison</p>	<p>March:</p> <p>June:</p>	<p>ESS: \$10,000</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> ● KCWP 4: Review, Analyze, Apply Data Results ● KCWP 5: Design, Align and Deliver Support Processes ● KCWP 6: Establish Learning Environment and Culture 	<p>school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-on-one instruction. Students will also work on the Lexia reading program weekly.</p> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists will meet with PLCs monthly to discuss RTI data.</p>			
<p>Objective 3: By May of 2025, Spottsville will reduce the percentage of economically disadvantaged students scoring novice in reading from 15% to 13% on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze, Apply Data Results 	<p>Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, and classroom data. Certified teachers will provide tutoring in the area of reading to students in grades K-5 after school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-on-one instruction.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers ESS Teachers ESS Liaison</p>	<p>March: June:</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Processes • KCWP 6: Establish Learning Environment and Culture 	<p>Students will also work on the Imagine Math Program.</p> <hr/> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. The Special Education department meets monthly to analyze student data. Interventionists will meet with PLCs monthly to discuss RTI data.</p>			

4: English Learner Progress

Goal 4: By May 2027, 80% of our current EL students will meet benchmark (composite of 4.5 or higher) on the WIDA ACCESS assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, 100% of our EL students will move one performance level on the WIDA ACCESS assessment.	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	EL instructor and/or EL assistant co-teaches with general education teachers during core instruction.	EL Instructor EL Assistant Classroom Teachers	March: June:	
	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	EL instructor and/or EL assistant provides resource and co-teach for all EL students who need extra support.			
	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze, Apply Data Results • KCWP 5: Design, Align and Deliver Support Processes 	EL students will complete ilmage learning online activities for extra support.			

5: Quality of School Climate and Safety

Goal 5: By May 2027, Spottsville students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 94 to 98 on the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2025, Spottsville students in grades 3-5 will increase their score from 94 to 96 on the Climate portion of the Quality of School Climate and Safety Indicator on the 2025 Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> KCWP 4: Review, Analyze, Apply Data Results KCWP 6: Establish Learning Environment and Culture 	<p>Students will watch morning announcements live each morning. Students will be recognized for academic achievement, participation in extracurricular activities, displaying PRIDE expectations, etc.</p> <p>Teachers and staff will implement PBIS expectations daily.</p> <p>Survey students' interests and use information for after-school activities that promote a sense of belonging with students. (Check and Connect, social groups</p>	<p>Principal Assistant Principal Classroom Teachers School Counselor Mental Health Counselor Family Resource Officer</p>	<p>March: June:</p>	<p>SBDM: \$5,000</p>
<p>Objective 2: By May 2025, Spottsville students in grades 3-5 will increase their score from 94 to 96 on the Safety portion of the Quality of School Climate and Safety</p>	<ul style="list-style-type: none"> KCWP 4: Review, Analyze, Apply Data Results KCWP 6: Establish Learning Environment and Culture 	<p>Implement the Character Stong program that promotes students feeling safe at school.</p> <p>School counselor will implement Sources of</p>	<p>Principal Assistant Principal Classroom Teachers School Counselor Mental Health Counselor</p>	<p>March: Implemented June: Implemented</p>	<p>SBDM: \$5,000</p>

Goal 5: By May 2027, Spottsville students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 94 to 98 on the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Indicator on the 2025 Kentucky Summative Assessment.		Strength Curriculum into lessons.	Family Resource Officer		
		School Resource Officer in the building once a week to promote the feeling of safety at school.			
		Students and staff will practice safety drills monthly (expectations and procedures).			
		Conduct safety surveys with students in January and analyze data to identify areas to increase a sense of safety.			