



Webster County School District

2024-25 CSIP Comprehensive School Improvement Plans



CSIP Overview

- Goals are long term 3 to 5 year goals based on state assessment data.
 - Objectives are reviewed/revised annually based on most current data
- CSIPs cultivate an environment that promotes student growth and achievement
 - Improvement planning process occurs annually
 - Schools complete multiple diagnostics
 - Focus on identifying priority needs, closing achievement gaps, and overall school improvement

Phase 1 Aug 1-Oct 1	<ul style="list-style-type: none">● Continuous Improvement Diagnostic for Schools● Executive Summary for Schools● School Safety Report
Phase 2 Oct 1-Nov 1	<ul style="list-style-type: none">● Needs Assessment for Schools● School Assurances
Phase 3 Nov 1-Jan 1	<ul style="list-style-type: none">● Comprehensive School Improvement Plan
Phase 4 Jan 1-Dec 31	<ul style="list-style-type: none">● Professional Development Plan for Schools (Due May 1)● Progress Monitoring



Comprehensive School Improvement Plan

- Required goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap (objectives only)
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness (high school only)
 - Graduation Rate (high school only)



Clay Elementary School

Reading & Math Achievement

GOAL: Clay Elementary School will increase reading and math proficiency as measured by the Spring 2025 Kentucky Summative Assessment. We will increase reading proficiency from 40% to 55% and math proficiency from 46% to 60%.

STRATEGIES:

- Teachers will utilize EL & Eureka Math curriculum to ensure rigorous tier 1 instruction.
- Weekly PLCs to review, analyze, and apply data for instructional decisions, monitor students level of mastery,, and determine RTI needs.
- Individualized coaching sessions using TNTP protocol focused on internalization of new curriculum and improving the delivery of instruction.
- School-wide intervention time is built into the master schedule to provide additional skill-based instruction as needed from assessment results. (CASE & MAP Data)



Dixon

Science, Social Studies, Writing

DES will increase proficiency in social studies, on-demand writing, and science thus improving our overall separate academic indicator from 56.1 to 60.

(Science from 42% to 45.4%; Social Studies from 32% to 53.3% in addition to decreasing SS novice from 42%-15%; OnDemand 41%-61%)

- **T2T meeting to ensure that curriculum is aligned to standards, review data, and plan lessons.**
- **Coaching sessions, TNTP walkthrough, peer support and planning**
- **Implementation of EL Education with school writing plan and practice on-demand writing throughout the course of the year.**
- **Continue to use Mastery connect social studies assessments to monitor students progress toward mastery of standards and help inform instructional decisions.**
- **Implementation of Amplify Science in 3rd-6th grade; Additional resources for Social Studies**

Providence - Reading and Math Achievement

Goal: Providence Elementary will increase reading and math proficiency as measured by the Spring 2025 Kentucky Summative Assessment. PES will increase reading proficiency from 31% to 41% and math proficiency from 22% to 32%.

Strategies:

- Teachers will continue work on internalizing our reading (EL Education) and math (Eureka Squared) curriculum to ensure tier 1 instruction is grade level appropriate and rigorous.
- Teachers will be paired with mentors for individualized coaching sessions using TNTP protocol and Get Better Faster Scope and Sequence.
- Teachers will attend weekly PLC meetings to internalize and rehearse lessons, analyze data, and make changes based on student needs.
- Teachers will build in response to intervention time to provide additional skill-based instruction as needed from assessment results.



English Learner Progress



Goal: Sebree Elementary will increase the percentage of growth toward proficiency for English Learners from 35% to 50% as measured by ACCESS and/or Alternate ACCESS assessments by May 2025.

Strategies

- Teachers will utilize EL Education and 95 Percent Phonics as the core instructional curriculums.
- EL students will utilize the Lexia digital platform.
- EL students are provided supports through the EL program and staff including small group and one-on-one.
- The Newcomer Program will be utilized with students new to Sebree that are not fluent in English.
- Tier 2 students will be serviced 5 times per week for 30 minutes by teachers.
- Tier 3 students will be serviced 2 times per week for 30 minutes by interventionists.

WCMS: READING AND MATH ACHIEVEMENT

Goal 1: Webster County Middle School will increase both reading and math proficiency by 15% over the next three years as measured by the 2025 State Assessment. This will increase the reading proficiency from 39% to 54% and math proficiency from 35% to 50%.

Actions:

- Improve Tier One Instruction through:
 - Use of Curriculum with Fidelity
 - TNTP Process
 - Individual Teacher Coaching
 - MasteryConnect
- Alignment of Curriculum
 - Weekly T2T's
 - Reveal Math Curriculum
 - StudySync Curriculum
- Interventions
 - RTI Groups created from Triangulation of Data
 - MasteryConnect, KSA, Classroom Progress, Unit Tests
 - Classworks being implemented to target skill deficits



ATC/ WCHS- Transition Readiness



Increase College Ready from 36.2% to 58% and Career ready from 50.4% to 51.4%.

ATC

- '22-'23: ATC had 76% Career Ready
- Programs offer a combination of dual credit, Industry Certifications/EOPs, and work-based learning opportunities
- Data Tracking spreadsheet
- Aligning instruction to standards & certifications
- Monitoring instruction through curriculum maps/lesson plans and walkthroughs/observations

WCHS

- College Ready Goal: 60% to 60.5%; Career Ready Goal: 60% to 63.2%
- WCHS maintained a Yellow Rating (Medium) for PSR
- CCR Spreadsheet

Graduation Rate (WCHS)



WCHS will increase Graduation Rate from 90.6 to 95% by 2025.
-increase the graduation rate of Students w/ Disabilities from 72.7 to 80%

Graduation Rate	4- and 5-year cohort rates	<ul style="list-style-type: none">• Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years• Average of 4- and 5-year rates (0-100)	<ul style="list-style-type: none">• High School = 6%
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- WCHS received a Green rating (High) for the 23-24 year.
 - 96.2% actual (-.5 change)
 - Increased number of students utilizing PLC or TALE to graduate (at risk)
 - Students w/Disabilities Grad Rate: 83.5 to 87(+3.5)
 - SpEd & EL students also utilizing program to graduate

Work to Exit TSI Status (WCHS)



- Collaboration with EL staff to emphasize importance of EL student assessments
 - Highlight scores with students and set goals
- Purchased a program to help prepare students for ACCESS testing
- Daily implementation of PD strategies learned to help students with speaking aloud (Flipgrid BR)
- EL indicator score went up from a 10.6 to 35.2
- This work is the foundation of improving the students scores on KSA portion.