

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

Objective(s):

Increase the average combined Reading and Math Proficiency KSA scores for Simpson Elementary students in the GAP group by 5% in 2025-2026.

Strategy:

KCWP 5: Design, Align and Deliver Support

KCWP 1: Design and Deploy Standards

Activities:

The master schedule reflects all students having access and exposure to their core academic grade level for reading and math instruction.

At Risk Interventions, Students will receive differentiated instruction to meet content needs.

1st and 2nd-grade reading flex teachers use UFLI to close phonological, phonemic, and phonics gaps at each level.

Reading Intervention Teachers: A Title I intervention teacher will continue to work with students who are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using UFLI and 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 who are identified as high-potential learners. PTP teacher collaborates in the classroom to 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 night targeting math strategies to use at home and a better understanding of KAS math standards and expectations.

KSA Scrimmage / Learning checks will be given twice a year to 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.

Progress Monitoring:

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.

Reading Intervention: 2 days per week, 15-30 min depending on tier status

We will utilize Formative KSA assessments to inform students of summative data schoolwide.

Funding:

\$5,500 STAR.

Formative is provided by the district.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:

Increase proficiency by reducing the percentage of students scoring novice on the KSA state assessment by 50% by 2030.

Objective(s):

To decrease the number of students scoring novice in reading and math by 5% by 2025.

Strategy:

KCWP 2 Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

Activities:

Professional Learning Communities

Differentiated Instruction

The 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 reteaching, RTI, and parent communication.

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 that we are getting students to be proficient for their grade level.

At Risk Interventions, Students will receive differentiated instruction to meet content needs. Reading Intervention Teacher.

School leadership will identify non-cognitive data such as attendance and behavior. Data will be reviewed every quarter through a quarterly PBIS report and site visit. DPP will monitor attendance along with the school team.

Progress Monitoring:

NGR graphics and STAR reports were the only means of communication in Nov.

2 days per week, 15-30 min depending on tier status provided by classroom teachers and interventionists.

Increase common unit assessment proficiency data, KSA scores, and learning check scores.

Flex Groups and monitoring student data for all grades and all students.

Funding:

Interventionist is district paid.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
English Learner Progress	ELL KSA score

Priority Indicator #1: English Learner Progress

Three- to Five-Year Goal:

By the end of the 2025–2026 school year, the percentage of ELL students scoring Proficient or Distinguished on the Kentucky Summative Assessment (KSA) will increase by 5%, as measured by annual assessment results. This will be supported through targeted language interventions, consistent progress monitoring, and high-quality differentiated instruction across all content areas

Objective(s):

Decrease novice scores by ELL students and increase the number of proficient and distinguished students for ELL.

Strategy:

ELL students will receive differentiated instruction to meet content needs.

ELL Teacher and Paraeducator intervention teacher will continue to work with students who qualify for ELL services. They will be able to assist in providing core reading to all grades using UFLI, scholastic interventions, and reading comprehension strategies to provide tier 2 and tier 3 interventions.

Activities:

ELL services and WIDA testing.

Progress Monitoring:

Every two weeks.

Funding:

District Provided

