

Comprehensive School Improvement Plan (CSIP)

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

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Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 (6) 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](#)

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

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1. Proficiency Goal

Goal 1: To increase the proficiency rate of students in Reading and Math as follows:

Reading- (3rd-5th) from 35.9% in 2023 to 74.3% by June of 2030

Math- (3rd-5th) from 41.5% in 2023 to 72% by 2030

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve the % of students at proficiency in Reading from 35.9% based on 2020-21 KSA data to 55% by June 2023.	KCWP 1: Design and deploy a system for schools to continually assess, review, and revise school curricula to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.	KCWP 1: Ensure a system is in place for PLCs to adjust the curriculum (content and pacing) based on assessment results, design a process for PLCs to use to create clear and precise learning targets for students with the practice that targets are posted and used for instruction.	Spring 2023 KSA scores	Team Calendars & Lesson Plans PLC Agendas Classroom walkthroughs	3 hours PD, no funding needed
		KCWP 2: Ensure congruency of the standards/targets with a laser focus on instruction around common assessment strategies using: 2nd-Ra 3rd-Rap 4th-Race 5th-Races	Spring 2023 KSA scores	Cold Writes 2nd- 5th end of Module Summatives On-going formative writing assessments	Title 1 Instructional Support

	<p>KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all of the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy.</p>	<p>KCWP 4: Develop a process to integrate Heggerty/Equipped for Reading (K-1) into ELA instruction, implement processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed and develop a tracking system for monitoring student achievement progress by learning targets.</p>	<p>PAST assessment data, administered three times during the year will be used to measure success.</p>	<p>PAST assessment data, administered three times during the year</p> <p>Data tracking tool, updated monthly, to compare formative and summative data, using PAST, Running Records, DRA and MAP data for analysis</p>	<p>No funding required</p>
		<p>KCWP 5: The alignment of resources and professional development to support best practice strategies based on Equipped for Reading. Resources and PD are aligned in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>PAST assessment data, administered three times during the year will be used to measure success.</p>		<p>Title II- Heggerty Reading Beginning of the year Calibration Check- Budget ?</p> <p>Targeted staff training- 3 hours, no cost</p>

Objective 2: Improve the % of students at proficiency in Math from 41.5% based on 2020-21 KSA data to 55.7% by June 2023.	KCWP 2: Design and deliver instruction that ensures teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	KCWP 2: Ensure that curricular delivery through the implementation of a protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified based on our work with 2-5th in Eureka Equip and K-1 KNP.	Spring 2023 KSA Scores	Pre Module assessments, given prior to each unit, to identify a student's last point of success with the curriculum. Supporting lessons and fluency activities will be provided and monitored to help close those knowledge gaps	3 hours PD, no cost
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2. Separate Academic Indicator

Goal 2: To increase the proficiency rate of students in Social Studies from 45.6% in 2019 to 73% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Improve the % of students at proficiency in Social Studies from 45.6% in 2019 to 55% by June 2023.	KCWP 1: Ensure a system is in place for PLCs to adjust and align the curriculum to essential standards, components that support the instruction and assessment, paced with accuracy based on assessment results, with clear and precise learning targets for instruction.	Give Social Studies probes 3X a year to determine instructional next steps both for remediation and differentiation. Based on the probe data, teams can purchase K-5 text sets that will support the Social Studies curriculum implementation and meet the needs of all learners.	Team created rubrics (common among grade levels) to assess student understanding	Probes given 3X a year	Board appointed \$10,000 for the use of student text sets that will be dispersed on July 1, 2022.
		Extended planning days for individual K-5 teams to meet with Social Studies instructional lead in order to dig in to units,	Completed planning grids with identified learning targets,	Probes Formative Assessments	6 hr. PD at school level-\$0 ½ subs once a trimester for curriculum

		review resources, plan instruction, create rubrics/assessments.	activities, rubrics and assessments.	Summative Assessments	align and instruction in social studies units-\$1,620
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3. Achievement Gap Base this on your 21/22 KSA data. This should also connect to the Achievement Gap Diagnostic you already completed.

Goal 3: To close the achievement gap of students in poverty and under-identified students scoring proficient in reading and math according to KSA 2023.		
	Reading	Math
Elementary ALL 3-5 Poverty	2018-2019- 36.4% (GAP 27.6)	2018-2019- 35.7% (GAP 19.3)
	2021-2022- 23.7% (GAP 29.6)	2021-2022- 33.6% (GAP 19.1)
Elementary ALL 3-5 Non Poverty	2018-19- 64%	2018-19- 55%
	2021-2022- 53.3%	2021-2022- 52.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase MAP reading conditional growth for students of poverty from 35%ile (Fall 2020) to 64%ile (Spring 2023).	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	KCWP 2: Ensure ongoing a menu of professional development choices in the area of best practice/high yield instructional strategies through a focus <i>Next Steps Forward in Guided Reading</i> by Jan Richardson.	Spring MAP 2023 & DRA's-decoding and comprehension	-Weekly Running Records -Academy monthly running record probes	Title II Funds \$3,000
		KCWP 2: Design and Deliver - Systems of collaboration are in place in order to meet the Tier I. Co-teacher collaboration with general education teachers in the area of reading and math.	KSA / Spring MAP 2023 & Summative Reading Assessments	Co-teach walk through data will be used to evaluate the use of co-teaching strategies.	No Funding Required

Objective 2: To increase MAP conditional growth rate of students in reading and math to 60% in 2023 for GT students and underrepresented high achieving students.	KCWP 4: Establish a process to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	KCWP 4: Develop a process to expose GATES students and our underrepresented possible GATES population to a high level of curriculum, instruction and assessment. MAP, KSA, CogAT and teacher observation data will be analyzed in order to form a group of students that represent the top 20% in 3rd and 4th grades to receive instruction for an hour/weekly designed and carried out by Ginny Thomas, District GATES Resource Teacher.	KSA and Spring MAP 2023 Increase the percentage of students identified as GATES in the Spring of 2023	Three times a year data analysis	\$0 funding needed
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Goal 4: To increase the growth rates of students in reading and math (TOTAL) to 60% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the growth rate of students in reading and math to 60% by 2023 according to the end of year MAP data.	KCWP 2: Design and deliver instruction that ensures effective instruction based on student data collected via exit tickets, formative, and summative assessments.	KCWP 2: Ensure Tier I instruction through the use of the Explicit Instruction model in the implementation of math and literacy instruction to ensure cognitive engagement	Observation data.	Learning walks.	No Funding Required
		Monitor the progress of Tier 1 Data in math and literacy through the use of data tracking spreadsheets to evaluate the current state of student progress.	Spring 2023 MAP scores based on conditional growth	Daily exit tickets, formative and summative data is collected and analyzed in a spreadsheet. PLC minutes	No Funding Required

		KCWP 2: Implement formal and informal processes with Simple Solution math that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KSA 2023	Grade level Simple Solutions will be administered weekly and data will be monitored regularly during PLC weekly meetings. Students will chart growth and establish goals.	Funding Source: TBD \$6500
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Goal 5: To address the mental health needs of our school community by providing teachers with tools and strategies to support the mental health needs of students, and in turn themselves.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Teachers will receive ongoing education and support on practical tools to use to support the mental health and emotional	KCWP 6: Students need to know they are safe and that their needs will be equitably met-academically, socially, emotionally, and physically.	Teachers will participate in professional development that supports creating and maintaining a safe learning environment through mini workshops.	The Counseling Team will offer 6 mini workshops throughout the school year, with a focus on Conscious Discipline and	Staff Meeting & Teacher Work Day agendas and powerpoints Classroom walkthroughs	Materials will be printed in house.

regulation needs of students.	Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.		Meet Up strategies.		
Teachers adapt classroom management and culture building strategies that promote a trauma-sensitive learning environment.		Teachers will participate in professional development to promote shared opportunities among teachers in order to elevate a positive and supportive culture for learning through a book study. Cornelius Minor: We Got This.	Completion of book study activities.	Integration of learning strategies into classroom management plans. Classroom walkthroughs.	Need funding to purchase books, approximately \$675