

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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 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.*).

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

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](#)

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.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 56.5% in 2018-19 to 78.7% in 2024-25 and math from 39.9% in 2018-19 to 70.6% in 2024-25 as measured by the state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 56.5% in 2018-19 to 60.5% in 2020-21 and math from 39.9% in 2018-19 to 45.4 % in 2020-21 as measured by the state-required academic assessments.	1. Implement a systematic approach for the design and development of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Through district and school level PLCs, standards will be deconstructed, pacing guides will be developed/updated, and data from summative assessments will be disaggregated.	Principal and Leadership Team will monitor monthly. Notes from PLC meetings		
	2. Implement a consistent instructional process to ensure delivery of instruction is intentional and of the highest quality using evidence based core instruction in all classrooms with fidelity.	Process Using the district MTSS plan, through blended learning, teachers will deliver quality, individualized instruction to meet student needs.	Principal will monitor progress monthly, classroom observations and PLC's.		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in science from 21.4% in 2018-19 to 56.6% in 2024-25 as measured state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in science from 21.4% in 2018-19 to 28.5% in 2020-21 as measured state required academic assessments.</p>	<p>Implement a systematic approach for the design and development of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.</p>	<p>Process Teachers will use the AMPLIFY science curriculum to teach grade appropriate science standards meeting the intended rigor of the standard. Teachers will engage students through blended learning activities.</p>	<p>School Level PLC Notes</p>		

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Marie Roberts- Caney Elementary School will increase the proficiency/distinguished scoring percentage of students qualifying for free/reduced lunch from 52.9% in 2018-19 to 75.9% in 2024-25 in reading and from 33.7% in 2018-19 to 67.3% in 2024-25 in reading as measured state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Marie Roberts-Caney Elementary School will increase the proficiency/distinguished scoring percentage of students qualifying for free/reduced lunch from 52.9% in 2018-19 to 60.5% in 2020-2021 in reading and from 33.7% in 2018-19 to 45.4% in 2020-2021 in math as measured state required academic assessments.	Improve and sustain the learning culture and environmental systems of the school in order to ensure a safe learning environment and reduce adverse barriers to learning.	<p>Process</p> <p>Leadership team will review behavior and academic data for Tier 2 and Tier 3 students.</p> <p>School counselor will utilize the Samford Harmony social emotional curriculum to meet the needs of all students.</p> <p>Through blended learning, teachers will progress monitor students and meet individual needs.</p>	<p>School level PLC with teachers</p> <p>Counselor will update Leadership team</p> <p>Leadership notes</p>		

4: Growth

Goal 4 (State your growth goal.): Marie Roberts-Caney Elementary will increase the combined growth indicator for math and reading to 67.5 as measured by the 2021 state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Marie Roberts-Caney Elementary will increase the combined growth indicator for math and reading to 67.5 as measured by the 2021 state required academic assessments	Develop a systematic approach to design and deliver core instruction to ensure at least 80% of students are successful in both reading and math instruction.	Practice School leadership team will research and select high yield instructional strategies to support gap closer initiatives . (One per grading cycle to be modeled and shared with teachers in monthly PLC's, with the exception that teachers will embed high yield instructional strategies into reading and math core instruction.	Formative and summative assessments will be analyzed bi-monthly in PLC's , coaching sessions and leadership team meeting. The principal will monitor the fidelity of implementation using the Classroom Core Instruction Diagnostic Tool and provide feedback and support as needed.		