

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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):

Increase proficiency in reading and math, as measured by the KSA and MAP assessments, according to the following table:

Reading	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Spring 2023	Spring 2024
KSA	67.3%	No Results due to COVID		48%		55%	62%	69%
MAP	65.9%	58.5%	58.6%	52%	57.2%	55%	62%	69%
Math	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Spring 2023	Spring 2024
KSA	63.1%			54%		59%	67%	70%
MAP	59%	58.7%	55.3%	42.3%	57%	63%	67%	70%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading as measured by the KSA assessment according to the following data: KSA <ul style="list-style-type: none"> Reading from 55% (Spring 2022) to 62% (Spring 2023) MAP <ul style="list-style-type: none"> Reading from 55% (Spring 2022) to 62% (Spring 2023) 	KCWP 2: Ensuring that effective strategies and programs implemented in classrooms	Teachers will participate in training in differentiated instruction through the use of small groups.	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		\$10,000
		Teachers will receive training in structured literacy and the five components of reading.	DRA/ MAP and KSA Novice Reduction Classroom walkthroughs		\$1000
	KCWP 3: Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets	Leadership team members and the assessment committee will review the current assessment map and re-evaluate if the current assessment plan assesses all five areas of literacy in an efficient and valid way.	Analysis of assessment tools		\$0
Objective 2: Increase proficiency in math as measured by the KPREP	KCWP2: Design and Deliver Instruction	PLC teams will meet to design differentiated learning experiences for small groups of students within the math curriculum.	MAP & KSA achievement		\$0

assessment according to the following data: KSA •Math from 59% (Spring 2022) to 67% (Spring 2023) MAP •Math from 63% (Spring 2022) to 67% (Spring 2023)	KCWP2: Design and Deliver Instruction	Teachers will incorporate writing to learn and reflective writing within their math instruction through the use of math journals.	KSA and MAP data		\$5000
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

Increase social studies proficiency rating for all students to 69.6% in 2019 to 78% in 2024

Increase writing proficiency rating for all students from 52% in 2019 to 74% in 2024

	2021	2022	2023	2024	2025
Social Studies	No t as se ss ed	51 %	56 %	61 %	66 %
Writ ing	65 %	43 %	55 %	65 %	70 %
S	36	27	45	50	55

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the overall social studies proficiency for all students from 51% proficient and distinguished in 2022 to 61% proficient and distinguished in 2024.	KCWP2: Design and deliver instruction in social studies	Teachers will deepen their understanding of the new social studies curriculum and a researchers workshop through training.	KSA data		\$0
		Teachers will incorporate writing to learn and writing to demonstrate learning activities during instruction.	KSA data		\$0
Objective 2 Collaborate to increase overall writing proficiency of all students from 43% in 2022 to 58% by 8/1/2024 as measured by the KSA Assessment	KCWP 4: Review, Analyze and Apply Data	Teachers will engage in a school wide writing analysis to determine areas of strength and set goals for next steps.	Reflection after writing analysis		\$0
	KCWP2: Design and Deliver Instruction	Teachers will deepen their understanding of writing to learn and writing to demonstrate learning activities to utilize throughout the instructional day to increase student understanding.	KSA data		\$2000
		Students will engage in routine prompt writing using passage based prompts. Instruction will be given on timed writing experiences	KSA data		\$0
Objective 3: Collaborate to increase overall science proficiency of all students from 27% in 2022	KCWP 1: Design and Deploy Standards	The Curriculum Committee will adopt a new curricular resource that is focused on KY standards to utilize with students	KSA data		\$20,000

to 50% by 8/1/2024 as
measured by the KSA
Assessment

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3: Achievement Gap

Goal 3 (State your achievement gap goal.):

Increase the overall proficiency rating in reading and math for students with disabilities according to the following table:

Students with Disabilities

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Reading	41.5%	*Not tested	25.5%	16%	40%	50%
Math	31%	*Not tested	25.5%	20%	40%	50%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 collaborate to increase overall proficiency rating for students with disabilities in reading from 16% in the spring of 2022 to 50% in the spring of 2025	KCWP6: Ensure equitable access to all learners a meaningful and rigorous curriculum	ECS teachers will work in cohorts regularly to build content knowledge and teaching capacity	KSA and MAP data Teacher observations Novice reduction		\$1000
Objective 2: collaborate to increase overall proficiency rating for students with disabilities in math from 16% in the spring of 2022 to 50% in the spring of 2025	KCWP5: Appropriate academic interventions for students	Professional development opportunities will be offered to teachers in literacy, math and social emotional learning.	KSA, AVMR and MAP data Novice reduction		\$2000

4: Growth

Goal 4 (State your growth goal.):

Increase the school growth percentiles according to the MAP assessment in reading and math combined according to the following table:

	Fall 2019 - Fall 2020 *Out of school in March 2020	Fall 2020 - Fall 2021 *Hybrid	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
Reading Growth	54.2%	46%	52%	57%	62%
Math Growth	34.2%	50%	60%	65%	70%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: collaborate to increase overall reading growth by 1st -5th graders from 52% (fall 2021 to fall 2022) to 62% by fall 2024 as measured by the MAP Assessment.	KCWP 2: Ensuring that effective strategies and programs implemented in classrooms	Teachers will participate in training in differentiated instruction through the use of small groups.	DRA/ MAP and KPREP Novice Reduction Classroom walkthroughs		\$10,000
		Teachers will receive training in structured literacy and the five components of reading.	DRA/ MAP and KSA Novice Reduction Classroom walkthroughs		\$1000
Objective 2: collaborate to increase overall math growth by 1st - 5th graders from 60% (fall 2021 to fall 2022) to 70% by fall 2024 as measured by the MAP Assessment.	KCWP2: Design and Deliver Instruction	PLC teams will meet to design differentiated learning experiences for small groups of students within the math curriculum.	MAP & KSA achievement		\$0
	KCWP2: Design and Deliver Instruction	Teachers will incorporate writing to learn and reflective writing within their math instruction through the use of math journals.	KSA and MAP data		\$5000

5: Quality of School Climate and Safety

Goal 5 (State your Climate and Safety goal): Increase the percentage of students who agree or strongly agree with the statement “I feel I am part of my school” as measured by the Kentucky Summative Assessment from an average of 78.4% to 95% by 2027

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who agree or strongly agree with the statement “I feel like I am part of my school” as measured by the Kentucky Summative Assessment as follows: “I feel like I am part of my school” – from 78.4% (2022) to 91.5% (2023)	KCWP 6: Establishing Learning Culture and Environment	The theme #beabear will be established and utilized to teach students social and emotional learning by the explicit teaching of our nine bear essentials.	Action Team Notes MTSS Data Review		\$0
		The School Climate committee will establish a student survey similar to the one provided with KSA in order to assess school climate and safety formatively.	Action Team Notes Student Survey Data		\$0
		The school will host weekly Bear Huddles to promote the teaching of our 9 Bear Essentials and celebrate students displaying those characteristics. In addition students will be given jobs in the Huddles to help them feel like a valued member of our school.	Action Team Notes Student Survey Data		\$0