

Comprehensive School Improvement Plan (CSIP) - Centerfield Elementary - 2023¹

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.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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1: State Assessment Results in Reading and Mathematics

Goal 1 (State your proficiency goal):

KSA Goal- To increase the proficiency rate of students in Reading as follows: Reading (3rd-5th) from 50% in 2022 to 62% by 2025.

KSA Goal- To increase the proficiency rate of students in Math as follows: Math (3rd-5th) from 56% in 2022 to 65% by 2025.

Projected Proficiency for 3rd-5th Combined (%)	Fall 20	Fall 21	Fall 23	MAP Proficiency Goals:
MAP Reading	57.7%	51%	51.4%	Improve the % of students scoring P/D in Reading from 51.4% in Fall 2022 to 56.4% by May 2023.
MAP Math	45.0%	44%	50.6%	Improve the % of students scoring P/D in Math from 50.6% in Fall 2021 to 55.6% by May 2023.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: KSA: Improve the % of students scoring Proficient/Distinguished in Reading from 50% in 2022 to 54% by May 2023. MAP: Improve the % of students scoring P/D in Reading from 51.4% in Fall 2022 to 56.4% by May 2023.	KCWP 2: Design and Deliver Instruction	Utilize Instruction Rounds Model to provide ongoing feedback to teachers on problem(s) of practice	Instructional Rounds Notes		\$0
		Responsive Professional Development opportunities to enhance core instruction (i.e. trusted curricular resources and best practices in Literacy instruction, increasing cognitive engagement, student ownership of learning targets/mastery learning, explicit instruction, LETRS, Lexia, etc.)	Teacher Work Day, Staff Meeting, Professional Development Agendas & Sign-In Teacher Reflection Survey		Daycare
		Explore departmentalized teaching in upper grades in order to enhance teacher expertise	Master Schedule		\$0
	KCWP 3: Design and Deliver Assessment Literacy	2-5: Enhance existing formative and summative assessments to include a combination of multiple choice, short answer, and extended response. Explore digital administration of some assessments.	Regular instructional coaching support for PLCs PLC Notes PLCs to review pre-assessments/formatives/summatives in Reading before administration		\$0
	KCWP 4: Review, Analyze and Apply Data Results	Facilitate Mid-Year Reflection and Action Planning with Teachers regarding MAP Growth Reports	MAP Growth Reports		\$0
Continue PLC “Just in Time” Data Meetings to Review Student Progress on Standards and Respond to the Data by Revising Teaching Strategies		SchoolRunner Reports PLC Notes		\$0	

		Professional Development opportunities focused on data analysis to determine individual/small group needs in Guided Reading for all grades	Teacher Work Day, Staff Meeting, Professional Development Agendas & Sign-In Teacher Reflection Survey		\$0
		K-5: Empowering Learners through Individualized Goal-Setting (W.I.G.s) established by Academic Action Team >Focus on Volume and Awareness of Wide Reading	W.I.G. Trackers/Student Graphs DRA Benchmarking & Progress Monitoring		\$0
Objective 2: KSA: Improve the % of students scoring Proficient/ Distinguished in Math from 56% in 2021 to 60% by May 2022. MAP: Improve the % of students scoring P/D in Math from 50.6% in Fall 2022 to 55.6% by May 2023.	KCWP 2: Design and Deliver Instruction	Teachers develop expertise with New Curricular Resources: Eureka 2 Math (K-5)	Regular coaching to plan aligned, responsive lessons PLC Notes “Just In Time” PLCs review pre-assessment/formative/summative data for Math		\$0
		Professional Development opportunities to support implementation of trusted curricular resources (i.e. Best Practices in Mathematics Instruction, Conceptual Building Blocks, Cognitive Engagement, Student Ownership of Learning Targets, Mastery Learning, Reflex, Dreambox, etc.)	PD Agenda/Sign In Sheets Classroom observations, lesson plans, Classroom assessments		Daycare
		Utilize Instruction Rounds Model to provide ongoing feedback to teachers on problem(s) of practice	Instructional Rounds Notes		\$0
		Explore departmentalized teaching in upper grades in order to enhance teacher expertise	Master Schedule		\$0
	KCWP 3: Design and Deliver Assessment Literacy	2-5: Enhance existing formative and summative assessments to include a combination of multiple choice, short answer, and extended response. Explore digital administration of some assessments.	Regular instructional coaching support for PLCs PLC Notes PLCs to review pre-assessments/formatives/summatives in Reading before administration		\$0
	KCWP 4: Review, Analyze and Apply Data Results	Facilitate Mid-Year Reflection and Action Planning with Teachers regarding MAP Growth Reports	MAP Growth Reports Teacher Reflection & Action Planning		\$0
		Continue PLC “Just in Time” Data Meetings to Review Progress on Essential Standards and determine responsive next steps.	SchoolRunner Data Reports PLC Notes		District
		K-5: Empowering Learners through Individualized Goal-Setting (W.I.G.s) established by Academic Action Team >Focus on Math Fluency	W.I.G. Trackers/Student Graphs DRA Benchmarking & Progress Monitoring		\$0

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your separate academic indicator goal): **KSA - To increase the proficiency rate in Writing from 38% in 2022 to 55% by 2025.**

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
1: WRITING KSA: Improve the % of students scoring Proficient/Distinguished in Writing from 38% to 45% by June 2023.	KCWP 2: Design and Deliver Instruction	2-5 students will access instruction in typing to increase efficiency when drafting online.	Usage reports Typing proficiency assessment		Daycare
		Teachers will explore use of digital tool, No Red Ink, for increased opportunities for students to practice grammar and editing mechanics tasks with feedback.	Usage reports SchoolRunner Reports		Daycare
		Vertical PLC teams will explore priority standards related to correctness, grammar, and editing mechanics and identify success criteria at each level for writers.	Ongoing Instructional Coaching Opportunities PLC Notes		\$0
		Teachers K-5 will continue utilizing individual goal setting, standards-based rubrics, and the structure of conferring during Writing Workshop to develop each writer.	Student Work Samples & Scored Rubrics Conferring Notes Classroom Assessments		\$0
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will provide regular On-Demand Writing opportunities with feedback at every grade level.	SchoolRunner Reports		\$0
		Live Scoring Protocol to be utilized for immediate feedback with 4th & 5th graders on both prewriting exercises and On-Demand opportunities (stand alone and passage-based).	Student Work Samples & Scored Rubrics SchoolRunner Reports Goal Setting Sheets		\$0
	KCWP 4: Review, Analyze, Apply Data Results	“Just in Time” PLCs (K-5) will continue to utilize data protocols to analyze student work, look for patterns and growth to inform next steps for instruction which may include some flexible grouping across grade level for responsive teaching and increased learning recovery opportunities.	SchoolRunner Reports PLC Notes		\$0
2: SCIENCE KSA: Improve the % of students scoring Proficient/Distinguished in Science from 29% to 35% by June 2023.	KCWP 2: Design and Deliver Instruction	K-5: Teachers will engage in professional learning and explore units from PhD Science as a pilot.	Sign In Sheets PLC Notes		Section 6 \$604.79
		Explore departmentalized teaching in upper grades in order to enhance teacher expertise	Master Schedule		\$0
	KCWP 3: Design and Deliver Assessment Literacy	2-5: Develop standards-based assessments that include a combination of multiple choice, short answer, and extended response. Explore digital administration of some assessments.	Regular instructional coaching support for PLCs PLC Notes		\$0

		4: Teachers will unpack KDE released assessment items for Science with Instructional Coach and determine implications for our assessments.	PLC Notes Science Assessments		\$0
3: SOCIAL STUDIES KSA: Improve the % of students scoring Proficient/Distinguished in Social Studies from 37% to 42% by June 2023.	KCWP 2: Design and Deliver Instruction	Explore departmentalized teaching in upper grades in order to enhance teacher expertise	Master Schedule		\$0
	KCWP 3: Design and Deliver Assessment Literacy	2-5: Develop assessments aligned to standards that include a combination of multiple choice, short answer, and extended response. Explore digital administration of some assessments.	Regular instructional coaching support for PLCs PLC Notes		\$0
		5: Teachers will unpack KDE released assessment items for Social Studies with Instructional Coach and determine implications for our assessments.	PLC Notes Social Studies Assessments		\$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 (*State your Gap goal*):
KSA GAP Goal Reading - To increase proficiency rate for 3/4/5 students living in poverty from 37% to 42% by May 2023.
 To increase proficiency rate for 3/4/5 disabled students from 33 to 38% by May 2023.
KSA GAP Goal Math - To increase proficiency rate for 3/4/5 students living in poverty from 41% to 46% by May 2023.
 To increase proficiency rate for 3/4/5 disabled students from 36 to 41% by May 2023.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
1 - Reading: To increase the proficiency rate for 3/4/5 students living in poverty from 37% to 42% by May 2023.	KCWP 2: Design and deliver instruction	Professional development opportunities to increase effectiveness in meeting the needs of diverse learners (Students with IEPs, Students Living in Poverty, and Gifted/Talented Learners) through Explicit Teaching strategies – especially to increase opportunities to respond, clarity of learning target and establish success criteria with students	PD Agenda/Sign In Sheet Instructional Rounds Notes		\$0
		Professional Development Opportunities for Specialists - Equip Intervention & ECS teachers with high-leverage literacy strategies	Teacher PD Trackers Student Progress Monitoring		District & Daycare Funds
		Co-Teaching Cohort designed as ongoing learning, feedback and support to increase effectiveness of instruction	Cohort Agenda/Sign In Sheet Observations SchoolRunner Reports		District & Daycare Funds
To increase proficiency rate for 3/4/5 disabled students from 33 to 38% by May 2023.	KCWP 4: Analyze and apply data to determine next steps in reading instruction/interventions.	Expand K/1 Academy to include 2nd grade - Flooding model for Guided Reading with all Interventionists and embedded professional learning for all teachers to ensure a successful literacy foundation developed for primary students.	DRA Dashboard Running Records Progress Monitoring Letter/Sound ID		Title II Funds
	KCWP 5: Design, Align, Deliver Support Processes	PLCs will prioritize intentional planning time to collaborate with interventionists & ECE Teachers to analyze common formative assessment data in Reading to determine learning needs of students reading below grade level and develop plans for intervention (for intervention and resource).	Progress Monitoring DRA Dashboard Guided Reading lesson plans Student Action Plans in IC		\$0
		PLCs will utilize SchoolRunner as a means to communicate student progress over time, to better inform all staff members who work with students below benchmark and set specific goals for targeted groups (Students in Poverty and Students with Disabilities).	Communication tools SchoolRunner Reports PLC Notes		\$0

		ECE PLC will meet regularly to celebrate students making accelerated progress and problem-solve students who are “stuck” as a multi-disciplinary team and with support from District ECS Coaches.	ECE PLC Notes ECS Progress Monitoring		\$0
2 - Math: To increase the proficiency rate for 3/4/5 students living in poverty from 41% to 46% by May 2023. To increase proficiency rate for 3/4/5 disabled students from 36 to 41% by May 2023.	KCWP 2: Design and deliver instruction	Professional development opportunities to increase effectiveness in meeting the needs of diverse learners (Students with IEPs, Students Living in Poverty, and Gifted/Talented Learners) through Explicit Teaching strategies – especially to increase opportunities to respond, clarity of learning target and establish success criteria with students	PD Agenda/Sign In Sheet Instructional Rounds Notes		Daycare
		Professional Development Opportunities for Specialists - Equip Intervention & ECS teachers with high-leverage mathematics strategies	Teacher PD Trackers Student Progress Monitoring		District & Daycare Funds
		Co-Teaching Cohort designed as ongoing learning, feedback and support to increase effectiveness of instruction	Cohort Agenda/Sign In Sheet Observations SchoolRunner Reports		District & Daycare Funds
		Equip General Education & ECS Teachers to utilize available digital personalized learning tools to address student misconceptions and gaps in Mathematics (i.e. Dreambox, Reflex)	Teacher PD Trackers Student Progress Monitoring		Daycare
		All students will access digital Personalized Learning opportunities (i.e. IXL, MAP Skills, Khan Academy, Reflex Math, Dreambox)	Digital Reports Math Data Dashboards		Daycare \$4000
KCWP 4: Analyze and apply data to determine next steps in math instruction/ interventions.	PLCs will benefit from ongoing support from Math Interventionist as they analyze data for mastery by grade level, homeroom and subgroups in SchoolRunner and determine instructional implications from that data especially for Tier 2 planning.	PLC Notes		District	
KCWP 5: Design, Align, Deliver Support Processes	PLCs will prioritize intentional planning time to collaborate with interventionists & ECE Teachers to analyze common formative assessment data in Math to determine learning needs of students performing below grade level and develop plans for intervention..	Schoolrunner Dashboard Student Work Analyzed in PLCs ECE & Tier 2/Tier 3 Lesson Plans Student Action Plans in IC		District	
	Teachers in grades K-5 will utilize data dashboards for Math as a means to communicate student progress over time, to better inform all staff members who work with students below benchmark and set specific goals for targeted groups (Flexible Groupings, Students in Poverty, English Learners and Students with Disabilities).	Schoolrunner Dashboard “Just in Time” PLC Notes		District	
		ECE PLC will meet regularly to celebrate students making accelerated progress and problem-solve students who are “stuck” as a multi-disciplinary team and with support from District ECS Coaches.	ECE PLC Notes ECS Progress Monitoring		\$0

4: English Learner Progress

Goal 4 (*State your English Learner Progress goal*): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2025.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
1 -Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2023.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level	Develop a system of review for year-over-year growth on ACCESS for ELLS. Use the results to determine common needs (language domains) for student growth, and align classroom supports and EL instruction to common needs.	2023 ACCESS results	2023 ACCESS results will be reviewed in May 2023 by EL teacher, EL Director, and Principal to determine if students have made progress and assess the rate of progress.	\$0

5: Quality of School Climate and Safety

Goal 5 (*State your Climate and Safety goal*): To Improve Overall Indicator Rating from Low to Very High by May 2025.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
1. To Improve Overall Indicator Rating from Low in 2022 to Medium in 2023.	KCWP 6: Establishing Learning Culture and Environment	Culture Action Teams will continue to revamp PBIS program, including revising Common Area expectations, improving student celebrations, and reviewing behavior management and discipline plans.	Action Team Notes PBIS Data Review		Section 6
		Culture Action Teams 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
		Shared Leadership Action Team will establish a problem-solving protocol to be utilized within the Student Lighthouse Team after student survey is administered to provide opportunity for student voice and improved communication between students and school staff.	Action Team Notes Student Lighthouse Notes Student Interview		\$0

8: Other (Optional) - GROWTH

Goal 5 (State your Growth goal): **MAP Goal - By Spring 2023, improve Overall Median Conditional Growth for 3rd-5th graders as follows:**

	3rd	4th	5th		3rd	4th	5th
Rdg	40%le to 45%le	51%le to 56%le	50%le to 55%le	Math	56%le to 61%le	62%le to 67%le	66%le to 71%le

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective: MAP Growth Goal: By Spring 2022, improve Overall Median Conditional Growth for 3rd-5th graders as outlined in chart above.	KCWP 2: Design and implement effective reading intervention and enrichment	New teachers will engage in differentiated PD designed to utilize Jan Richardson’s Guided Reading Model for Emergent, Early, Transitional, and Fluent Readers; Literature Circles for intermediate students far above grade level; Other teachers will engage in refreshers	PD Agenda/Sign-In Sheets Lesson Plans Learning Walks DRA, MAP		\$0
		PLCs will utilize pre-assessment data to adjust units for both learning recovery opportunities and extension/enrichment	Schoolrunner Reports PLC Notes Lesson Plans/CFAs		\$0
		Reading Interventions for Tier 3 students will be provided by highly qualified specialists using evidence-based instructional strategies both during the school day and after school	Action Plans Progress Monitoring DRA, MAP		District Funds Daycare Funds
		Plan intentionally for enrichment opportunities for readers in need of extension K-5	PLC Notes, Lesson Plans		\$0
		Pilot “plus one” co-teaching model in primary grade with demonstrated need with Reading Specialist in general education classroom	Master Schedule PLC Notes		\$0 additional needed
	KCWP 2: Design and implement effective math intervention and enrichment	PLCs will utilize pre-assessment data to adjust units for both learning recovery opportunities and extension/enrichment	Schoolrunner Reports PLC Notes Lesson Plans/CFAs		\$0
		PLCs will collaborate to analyze math data to determine learning needs of students and develop plans to re-engage and extend learners.	Schoolrunner Reports PLC Notes Lesson Plans/Action Plans		\$0
		Math Interventions for Tier 3 Intermediate students will be provided by Certified Teachers, utilizing evidence-based instructional strategies both during the day and after school.	Action Plans Progress Monitoring MAP		ESS - \$15000 District Funds Daycare Funds
		Plan intentional enrichment/acceleration opportunities for mathematicians in need of extension in grades 2-5 to be taught by Certified Intervention/Enrichment Teacher	SchoolRunner Reports MAP PLC Notes		Daycare Funds