

## 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.

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
  
- The required goals for high 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
  - Postsecondary Readiness
  - Graduation Rate

**1: State Assessment Results in reading and mathematics**

Goal 1: Bridgeport Elementary will increase the overall reading and math indicator score from 46.5 in 2022 (low-orange rating) to 70 in 2025 (high-green rating).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  Increase the overall reading and math indicator score from 46.5% on the 2022 KSA to 56% on the 2023 KSA.	KCWP 1: Design and Deploy Standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data, and standards mastery checks.	Observation Notes Formative Data Standards Mastery Data	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	Subs-\$1,000- Section 6
		Ensure on-going professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (LETRS training).	Completion of LETRS training	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	Stipends-\$12,000- Title I and RTA Grant
	KCWP 2: Design and Deliver Instruction	Ensure students understand the success criteria within each learning target.	Formative Assessment Data Student Goal Setting and Student Monitoring of Progress	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Formative Assessment Data Student Goal Setting and Student Monitoring of Progress	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None

**2: State Assessment Results in science, social studies and writing**

Goal 2: Bridgeport Elementary will increase the overall Separate Academic Indicator score from 36.4 in 2022 (low-orange rating) to 67 in 2025 (high-green rating).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase the percentage of students scoring proficient/distinguished in writing by 20%.	KCWP 2: Design and Deliver Instruction	Each classroom will have a dedicated writing instruction time for a minimum of 20 minutes per day, 4 days per week. Include modeling, practice, feedback and revision, using EL Benchmark as the core curriculum.	Performance Tasks Data KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Incorporate writing into content areas a minimum of 3 times per week.	Writing Prompt Data KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
Objective 2  Increase the percentage of students scoring proficient/distinguished in science from 16% on the 2022 KSA to 35% on the 2023 KSA.	KCWP 2: Design and Deliver Instruction	Develop comprehensive units of study using Amplify Science.	KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Develop assessments to measure vocabulary acquisition, student understanding of content, and application in real-world situations.	KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
Objective 3  Increase the percentage of students scoring proficient/	KCWP 2: Design and Deliver Instruction	Develop comprehensive units of study.	KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None

Goal 2: Bridgeport Elementary will increase the overall Separate Academic Indicator score from 36.4 in 2022 (low-orange rating) to 67 in 2025 (high-green rating).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished in social studies from 16% on the 2022 KSA to 35% on the 2023 KSA.		Develop assessments to measure vocabulary acquisition, student understanding of content, and application in real-world situations.	KSA Data Formative Assessments Lesson Plans	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None

### 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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of students with disabilities scoring proficient/ distinguished in reading from 5% on the 2022 KSA to 20% on the 2023 KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Ensure best practice with co-teaching models.</p>	<p>Eleot Walkthrough Data Master Schedules Training on Co-Teaching Models</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.</p>	<p>Training-\$1,000-Section 6</p>
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Utilize a tracking system for monitoring of student achievement progress by standard.</p>	<p>Lesson Plans Data Sources Mastery Connect</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.</p>	<p>None</p>
<p>Objective 2</p> <p>Increase the percentage of economically disadvantaged students scoring proficient/ distinguished in reading from 21% on the 2022 KSA to 35% on the 2023 KSA.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Develop a data system for student monitoring and goal setting.</p>	<p>Data Notebooks</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.</p>	<p>None</p>
		<p>Implement student participation in conducting student-led data conferences and goal setting.</p>	<p>Data Notebooks Conference Logs Conference Summaries</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.</p>	<p>None</p>
<p>Objective 3</p> <p>Increase the percentage of economically disadvantaged students scoring proficient/ distinguished in math from 20% on the 2022 KSA to 35% on the 2023 KSA.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Lesson Plans Data Sources Universal Screener (i-Ready)</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data. Intervention needs are monitored monthly in Student Support Teams.</p>	<p>None</p>
		<p>Utilize a tracking system for monitoring of student achievement progress by standard.</p>	<p>Lesson Plans Data Sources Mastery Connect</p>	<p>Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.</p>	<p>None</p>



4: English Learner Progress

Goal 4 (State your English Learner goal.): Bridgeport Elementary will increase the overall reading and math proficiency scores for EL students by 20% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase the overall reading proficiency score for EL students by 10% on the 2023 KSA.	KCWP 2: Design and Deliver Instruction	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.	WIDA Access Results Lesson Plans Data Sources	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	WIDA Access Results Lesson Plans Data Sources	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
Objective 2  Increase the overall math proficiency score for EL students by 10% on the 2023 KSA.	KCWP 2: Design and Deliver Instruction	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.	WIDA Access Results Lesson Plans Data Sources	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	WIDA Access Results Lesson Plans Data Sources	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None



**5: Quality of School Climate and Safety**

Goal 5: Bridgeport Elementary will increase the overall Quality of School Climate and Safety indicator score from 78.6 in 2022 (high-green rating) to 82 in 2025 (very high-blue rating).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  65% of Bridgeport students disagree that students being mean or hurtful to other students is not a problem for our school. The goal will be to decrease this to 50% in 2023.845210	KCWP 6: Establishing Learning Culture and Environment	Ensure the effective implementation and monitoring of character education practices.	Lesson Plans Behavior Referrals	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Lesson Plans Behavior Referrals	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
<b>Objective 2</b>  48% of Bridgeport students disagree that students being mean or hurtful to other students <u>online</u> is not a problem for our school. The goal will be to decrease this to 30% in 2023.	KCWP 6: Establishing Learning Culture and Environment	Ensure the effective implementation and monitoring of character education online practices.	Lesson Plans Behavior Referrals	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None
		Ensure that classrooms plan for and incorporate culturally responsive practices (including online), embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Lesson Plans Behavior Referrals	Principal and dean will monitor assessment data and the impact on instruction during weekly PLCs and during walkthroughs; Eleot data.	None

### Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

**Components of Turnaround Leadership Development and Support:**

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

- Monthly meetings with district Director of Special Education
- Classroom teachers are trained in instructional strategies, provided by district special education staff to meet the IEP goals and objectives as well as providing consistent accommodations to students throughout the year so they understand the tools they have access to.
- Monthly Special Education PLC meetings with the special education staff and district special education coach.

**Identification of Critical Resources Inequities:**

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:** Allocation of staffing is based on the number ratios of students in special education to staff. We are allocated our certified staff teaching special education according to our numbers and classified special education staff is also determined based on individual student IEP requirements and overall numbers.

**Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:** The process used to review the learning culture related to students with disabilities was a collaborative effort during PLC's with special education teachers and administration. Special Education teachers, admin and all staff members worked together to determine how to better effectively meet the needs of our underperforming subgroup.

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

**Response:**  
 The areas of need revealed by the analysis of data that will be addressed through CSIP activities for our targeted subgroups are in the areas of reading and math. Our goals are to increase the percentage of students with disabilities scoring proficient/distinguished in reading and to increase the percentage of economically disadvantaged students scoring proficient/distinguished in reading and math. We will implement a co-teaching model and utilize student goal setting and tracking, all which will be monitored through our PLC process.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

**Evidence-based Practices**

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Develop a data system for student monitoring and goal setting.	“Using Student Achievement Data to Support Instructional Decision Making” (2009). <i>What Works Clearinghouse</i> . <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/12">https://ies.ed.gov/ncee/wwc/PracticeGuide/12</a>	X
Ensure best practice with co-teaching models.	Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). <i>Electronic Theses and Dissertations</i> . 109. <a href="https://scholarworks.sfasu.edu/etds/109">https://scholarworks.sfasu.edu/etds/109</a>	X
Implement student participation in conducting student-led data conferences and goal setting.	Boazman, Janet. “It’s Time to Revamp the Parent-Teacher Conference Process: Let’s Include the Child!” (2014). <i>Parenting for High Potential</i> . v4 n1 p10-13. <a href="https://eric.ed.gov/?id=EJ1091865">https://eric.ed.gov/?id=EJ1091865</a>	X