

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**

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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</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>

1: State Assessment Results in reading and mathematics

Goal 1: By May of 2027 ,Menifee Central will increase proficiency scores in reading and math for all students by 30% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2023, 40% of elementary students, 54.4% of middle school students will score at or above proficiency in reading.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review Analyze and Apply Data Results</p>	<ul style="list-style-type: none"> ● Implement HQIR for Reading <ul style="list-style-type: none"> ○ EngageNy grades 4th-8th ○ Journeys Reading K-3rd ● The Clarity for Learning focus ● Formative and summative practices <ul style="list-style-type: none"> ○ using HQIR and Mastery Connect data bank ● ELA Teacher Leader Cohorts(CRSSA) ● Student Data Notebooks <ul style="list-style-type: none"> ○ ELA ● Professional Learning in the LETRS program for the next 2 years 	<ul style="list-style-type: none"> ● Progress on unit assessments from HQIR ● Increase Mastery Connect data scores in reading by 30% ● Increase Mastery Connect data scores in math by 30% ● Kentucky Summative Assessment 	<ul style="list-style-type: none"> ● PLC meetings– analyzing assessment data focusing on formative and summative ● Administrative Team Meetings to review data <ul style="list-style-type: none"> ○ School Level ○ Central Office Leadership and Accountability (COLA) ● School Leadership Team – Review data ● Mastery Connect Data ● MTSS teams: SIT, School Level, District ● iReady reports ● Monitoring ESS student grades ● Quarterly Report 	<p>Kentucky Comprehensive Literacy Grant – PD & resorces</p> <p>SBDM - supplies and resources for HQIR</p> <p>Title I – iReady District Funds</p>
		<ul style="list-style-type: none"> ● Implement HQIR for Math 			

<p>Objective 2: By May 2023, 33% of elementary, 40.9% of middle school students will score at or above proficiency in math.</p>		<ul style="list-style-type: none"> o EngageNY K-8 Math ● The Clarity for Learning focus ● Formative and summative practices <ul style="list-style-type: none"> o using HQIR and Mastery Connect data bank ● ELA and Math Teacher Leader Cohorts(CRSSA) ● Student Data Notebooks <ul style="list-style-type: none"> o ELA o Math 			
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2: State Assessment Results in science, social studies and writing

Goal 2: By 2027, Menifee Central will increase scores in science, social studies, and writing for all students by 30% as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2023, 25%of elementary and 25% of middle school students will score at or above proficiency in Science.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<ul style="list-style-type: none"> ● Implement HQIR ● Clarity for learning focus ● Formative and summative practices 	<ul style="list-style-type: none"> ● Increased proficiency on science unit assessments ● Increase Mastery Connect data scores in science by 30% 	<ul style="list-style-type: none"> ● Curriculum Pacing Timelines ● Lesson Plans ● Common Assessment ● Mastery Connect Interim Assessments 	<p>SBDM – Study.com ESSER: Science HQIR SBDM-Brainpop SBDM: Generation Genious</p>

<p>Objective 2: By May 2023, 50% of elementary students and 60% of middle school students will score at or above proficiency in Social Studies.</p>		<ul style="list-style-type: none"> ● Implement an HQIR ● Social Studies Cohort (KVEC) ● Revise Assessments 	<ul style="list-style-type: none"> ● Increased proficiency in social studies on unit assessments ● Increase Mastery Connect data scores in social studies by 30%. ● Kentucky Summative Assessment 	<ul style="list-style-type: none"> ● Curriculum Pacing Timelines ● Lesson Plans ● Common Assessments ● Mastery Connect Interim Assessment 	<p>SBDM– Study.com SBDM – BrainPop ESSER: SS HQIR</p>
<p>Objective 3: By May 2023, 30% of elementary students and 34.3% of middle school students will score at or above proficiency in on-demand writing.</p>		<ul style="list-style-type: none"> ● Students in all grade levels will write daily. ● The literacy Team will share the writing plan and expectations ● ELA teachers will participate in and implement PD in Explicit Instruction in Writing Strategies ● On Demand Writing Scrimmages <ul style="list-style-type: none"> ○ 3 times per year 	<ul style="list-style-type: none"> ● Increased Proficiency on on demand writing scrimmage scores ● Increased proficiency in writing by 30% measured by Kentucky Summative Assessment 	<ul style="list-style-type: none"> ● Curriculum Pacing Timelines ● Lesson Plans ● District Writing Plan Monitoring <ul style="list-style-type: none"> ○ Literacy Team meetings 	<p>Kentucky Comprehensive Literacy Grant – PD SBDM Budget- resources Title I – Purchase of journals, dry erase boards, lined paper</p>

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: By May of 2027, Menifee Central will increase the number of demographically identified students scoring at or above proficiency by 30% by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Free and Reduced Lunch By May 2023, 30% of elementary and 49% of middle school students in the free/reduced lunch gap group will score at or above proficiency in reading.</p> <p>Objective 2: Free and Reduced Lunch By May 2023, 30% of elementary and 36.1% of middle school students in the free/ reduced lunch gap group will score at or above proficiency in math.</p>	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> ● MTSS Interventions for students identified for academics <ul style="list-style-type: none"> ○ Math ○ Reading ● Use Evidence Based resources/strategies to for intervention including Rewards Reading program, Dreambox, LLI ● Family Engagement Opportunities ● School wide Accelerated Reader Program <ul style="list-style-type: none"> ○ School goals ○ Grade level goals ○ Individual goals 	<ul style="list-style-type: none"> ● Increased student achievement in reading and math on the Kentucky Summative Assessment ● Increased student achievement in reading and math ● Participation rate in Accelerated Reader program ● School Assessment Tool (Kentucky Family and School 	<ul style="list-style-type: none"> ● MTSS PLC Agendas, Notes and Minutes ● MTSS Data Tracker ● Quarterly Report ● SLT Agendas and Minutes ● Family Friendly recertification ● Title I Parent Surveys 	KYCL – PD Title I – iReady, SBDMStudy.com Title I – ESS Tutors SBDM – BrainPop Save the Children – Accelerated Reader Program grades K-6 SBDM: Accelerated Reader 7th-8th

			Partnership Self-Assessment)		
<p>Objective 1: Special Education By May 2023, 12% of elementary students and 28.7% middle school students receiving special education services will score at or above proficiency in reading.</p> <p>Objective 2: Special Education By May 2023, 20% of elementary students and 26.3% of middle school students receiving special education services will score at or above proficiency in math.</p>	<p>KCWP 5: Design, Align, Deliver Support Services</p>	<ul style="list-style-type: none"> ● Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. ● Implement Evidence Based Reading Programs <ul style="list-style-type: none"> ○ iReady ○ Leveled Literacy Intervention ○ Rewards ● MTSS & Resource time built into Master Schedule to provide additional supports to students in math and reading. ● Implementing Evidence Based Math Resources <ul style="list-style-type: none"> ○ iReady ○ Dreambox ○ EngageNY 	<ul style="list-style-type: none"> ● Increased student achievement in reading and math ● Decreased number of special education students scoring novice in content areas 	<ul style="list-style-type: none"> ● MTSS PLC Agendas, Notes and Minutes ● MTSS Data Tracker ● Quarterly Report ● SLT Agendas and Minutes ● Special Education PLC Agendas and Minutes ● Lesson Plans ● Instructional Schedules ● IEP Goals ● Title I Parent Surveys 	<p>KYCL – PD Title I – iReady, SBDM: Study.com Title I – ESS Tutors SBDM – BrainPop</p>

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 N/A					
Objective 2 N/A					

5: Quality of School Climate and Safety

Goal 5 : By May 2027, Menifee Central will increase the Quality of School Climate and Safety to green level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2023, 80% of elementary students and 80% of middle school students Menifee Central students will report that they	KCWP 6: Establish Learning Culture and Environment	<ul style="list-style-type: none"> Identify a trusted staff member for every student Implement PBIS for all students 	<ul style="list-style-type: none"> Student Surveys results from the Center For School Safety 	<ul style="list-style-type: none"> PBIS Committee School Leadership Team SBDM Council Infinite Campus behavior reports 	SBDM: PBIS program PTO: rewards for PBIS

<p>feel safe at school on the Quality of School Climate Survey.</p>		<ul style="list-style-type: none"> ● Teacher led clubs to cultivate positive relationships at school. ● Provide tiered Interventions for students with behavioral needs ● Reduce the number of office referrals by 20% 	<ul style="list-style-type: none"> ● Center For School Safety Assessment ● School Level Surveys ● Infinite Campus Behavior Referrals 	<ul style="list-style-type: none"> ● K-8 Behavior tracker data ● School Level Student Intervention Team meetings 	
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Special Considerations for Districts with Targeted Support and Improvement (TSI) 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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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:</p> <p>Principal: Kelli Abney, Assistant Principal Lajohnda Williams, Joshua Kincaid; Director of Support Services; Assistant Superintendent, Compliance Coach Stephanie Rhodes, Central Office Leadership and Accountability Team: Tim Spencer, Superintendent, Tonya Means, Jodi Blackburn, Lana Swartz, Liesa Reed, Special Education Staff K-8, support staff will help all K-8, staff to develop action plans to support each grade levels students needs. Principal and support staff will participate in professional learning. All data collected form interim benchmark assessment will be assessed by all individual and data talks will be conducted with the principal. All data will be reviewed during PLC, teachers meeting to identify next steps and create action plans to support learners needs. Data talks will occur after each interim assessment and data will be reviewed as a whole a the school and district level COLA meetings.</p>
<p>Identification of Critical Resources Inequities:</p>
<p>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:</p>

Menifee Central will address our needs by providing professional development to staff that will be implemented in 2023 to support the overall academic success of our special education population. Teachers will be supported through the PLC process and data talks with the principal to implement student IEPs to meet individual learners goals while also participating in professional learning opportunities that will be implemented to provide targeted support for learners through the use of evidence based practices.

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 administration including the curriculum and instruction team have conducted walkthroughs and collected evidence related to our target group. Our student data tracker have indicated that students have been underperforming compared to their peers and our team is addressing through feedback, using the PLC process, utilizing coaching sessions, and data talks to identify strategies and practices that support this target group. We have already conducted training in Rewards, EngageNY, LLI and F&P assessment training, iReady, and will implement training at the beginning of January 2023 for creating assessments in mastery connect building formative assessments and Dreambox. Administration provides support scheduling and creating scheduled that support learners.

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 administration will provide professional develop support to Special education teachers. We have conducted research to ensure the evidence based practices are being implemented to support identified students individual learning goals. Teachers will collect data and complete progress monitoring for all identified students and make instructional decisions to support the learners needs. All teachers will use evidence based strategies and ensure that action steps are being taken to achieve IEP goals through co-teaching and providing small group instruction for learners. The following evidence base strategiesThe administration will monitor individual student data by reviewing diagnostic, interim benchmark, program records, formative and summative data of this population of students. Teachers will participate in PLCs while the school level leadership, administrative team, and district team will monitor all data and make decisions or changes based on the data analysis. Teachers are in the process of completing LETRS training, we currently have 13 teachers and administrators enrolled in this 2-year Academy of Reading program. Special education teachers and support staff have been trained on LLI.

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.

TSI/ATSI 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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Implement HQIR EngageNY Reading grades 4-8	Explore Reports. (2022). Retrieved 13 December 2022, from https://www.edreports.org/reports/overview/engage-ny-2016 https://www.edreports.org/reports/overview/engage-ny-2016	<input checked="" type="checkbox"/>
Implement HQIR EngageNY math K-8	Explore Reports. (2022). Retrieved 13 December 2022, from https://www.edreports.org/reports?search=eureka%20mat https://www.edreports.org/reports?search=eureka%20mat	<input checked="" type="checkbox"/>
Train staff to implement Dreambox and Implement Dreambox as a tiered intervention and supports	(2022). Retrieved 13 December 2022, from https://www.evidenceforessa.org/programs/math/dreambox-learning https://www.evidenceforessa.org/programs/math/dreambox-learning https://www.dreambox.com/research	<input checked="" type="checkbox"/>
Implement Rewards Reading Program	https://docs.google.com/document/d/1nirHvJgQnDPbS8NHrbC8Gya2mR0-PV0Y_OQ4HKVooBc/edit https://docs.google.com/document/d/1NWZOL0WvZQpnqFjNTYW_-grWvVWLzEsMf2UAZ0abzUo/edit	<input checked="" type="checkbox"/>
Implement LLI	United States Department of Education (2017): WWW Intervention Report: Leveled Literacy Intervention https://www.fountasandpinnell.com/research/lli/#research	<input checked="" type="checkbox"/>

<p>Implement LETRS</p>	<p>Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., Falk, A., Bloom, H., Doolittle, F., Zhu, P., & Sztenjnberg, L. (2008). <i>The impact of two professional development interventions on early reading instruction and achievement</i> (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p style="text-align: center;">☒</p>
<p>Implement Souday Systems as an additiona Resources</p>	<p>Research. (2022). Retrieved 13 December 2022, from https://www.winsorlearning.com/research</p> <p>https://www.winsorlearning.com/research</p>	<p style="text-align: center;">☒</p>
<p>Implement AR schoolwide program</p>	<p>United States Departmen of Education (2016): WWC Intervention Report: Accelerated Reader</p>	<p style="text-align: center;">☒</p>