

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

The percentage of proficient/distinguished students with disabilities in reading and math.
School-wide monthly attendance percentage is lower than we would like.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	Blue/Very High	Increased
State Assessment Results in science, social studies and writing	Blue/Very High	Increased Significantly
English Learner Progress	n/a	N/a
Quality of School Climate and Safety	Blue/Very High	Increased Significantly
Postsecondary Readiness (high schools and districts only)	N/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

List the overall scores of status and change for each indicator.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By spring 2027, Junction City Elementary will increase the combined (reading and math) index to 105.0 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, JCES will increase the combined reading and math index from 83.6 to 89.0 as measured by KSA.	Increase student engagement by providing intentional, differentiated small group instruction.	Administrators have created non-negotiables for stations that include congruency, accountability, rigor and differentiation. Procedures and routines will be clear and explicit. Kagan structures will be included in lesson plans. Small group, differentiated instruction will be incorporated daily in all content areas. Some type of formative assessment will be utilized for all small groups and center activities.	Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, Next Steps, Math Fluency, iReady, KSA, etc).	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.	MAF grant for purchase of iReady personalized instruction; math manipulatives, PD from KCM
	Provide intervention to students who fall below the 30 th percentile on benchmark assessments.	Teachers will create intentional, differentiated lesson plans that are congruent to grade level standards, but scaffolded for those students who require more support. Interventions used for Tier 2 and Tier 3 intervention will be research-based. On Review Fridays, teachers will use weekly formative data to reteach, provide extra practice, or create enrichment opportunities for students. A reading/math interventionist will push-in to the middle groups at 3 rd , 4 th , and 5 th reading and/or math to provide supplemental Tier 2 instruction.	A reduction in the number of students falling below the 30 th percentile in the winter and spring as measured by iReady.	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.	ESSR money for interventionist
	Provide enrichment opportunities to those students who fall in the top 20 th percentile as measure by benchmark assessments.	Teachers will use pretests to assess students prior to new units of study and adjust unit plans based on that data. The district’s gifted/talented instructor will work weekly with identified students. Teachers will provide students with projects and extension opportunities when appropriate. Websites will be utilized to further differentiate instruction and provide student with more challenging learning opportunities.	Increased percentage of students scoring distinguished on formative and summative assessments (exit slips, common assessments, Next Steps, Math Fluency, iReady, KSA, etc.).	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and	None

Goal 1 (State your reading and math goal.): By spring 2027, Junction City Elementary will increase the combined (reading and math) index to 105.0 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Our library media specialist will work with small groups to provide literacy and technology enrichment opportunities.		instructional adjustments are made continuously throughout the year.	
	In reading instruction, teachers will incorporate their knowledge of the science of reading research. All 5 components will be included in their structured reading blocks.	Through master scheduling, all students K-3 students have a 90 minute reading block and 4 th -5 th grades have 75 minutes. In order to provide Tier 2 and Tier 3 instruction, a reading interventionist, a special education, and/or an instructional assistant will push in to the low and middle groups to provide research based interventions in a small group setting. Individual student data results will be utilized to determine the specific interventions needed for students. For those who fell in the bottom 30 th percentile after fall benchmark testing, reading plans have been created and are closely being monitored.	A reduction in the number of students falling below the 30 th percentile in the winter and spring as measured by iReady.	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.	Section 6 money used to purchase intervention materials (Rime Magic, Heggerty, UFLI, etc.).
	For math instruction, teachers will utilize what was taught in a summer PD about the math practice standards in order to assist students in becoming better problem solvers and critical thinkers.	Teachers will use the Guide for Teachers and Math in Practice books for their respective grade levels as resources when planning units of study and specific lessons for their math students. In addition, teachers have been provided a wide variety of manipulatives for use in small group instruction for math. This will provide the students with concrete materials to deepen their understanding of math concepts.	Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, , Math Fluency, iReady, KSA, etc).	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.	MAF grant funds
	As a school practice, data is tracked by students, teachers, and administrators.	After our fall assessments are complete, teachers and administrators will create class, grade level and school wide goals for winter and spring in all content areas. Teachers will work with students to create individual student goals. Students will track their progress weekly in Leadership	Increased percentage of students scoring distinguished on formative and summative assessments (exit slips, common assessments,	Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.	none

Goal 1 (State your reading and math goal.): By spring 2027, Junction City Elementary will increase the combined (reading and math) index to 105.0 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Notebooks. Progress will be discussed monthly in team meetings.	Next Steps, Math Fluency, iReady, KSA, etc.).	School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.	

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

Goal 2 (State your science, social studies, and writing goal.): By spring 2027, Junction City Elementary will raise our Separate Academic Indicator index to 100 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, JCES will increase the Separate Academic Indicator from 84.8 to 90 as measured by KSA.</p>	<p>To increase the percentage of students scoring proficient/distinguished in science, teachers will create lessons that result in understanding science and how it works. For students to develop a deep understanding of the core ideas, they must engage in exploring the natural and designed world. This is accomplished through the use of the practices and the crosscutting concepts</p>	<p>In grades K- 5, students will demonstrate grade-appropriate proficiency in planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions; and obtaining, evaluating and communicating information.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year</p>	<p>Section 6 for science materials.</p>
		<p>Teachers will develop PBL’s and incorporate hands-on activities for students to engage in resulting in a deeper understanding of science concepts.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year</p>	<p>Section 6 for science materials.</p>
	<p>In grades K-5, teachers will teach grade level social studies content to their students.</p>	<p>The master schedule provides a specific block of time for social studies instruction in grades K-5. Standards have been broken down into measurable learning targets. Teachers formatively assess student understanding at the end of each lesson.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and</p>	<p>Section 6 for science materials.</p>

Goal 2 (State your science, social studies, and writing goal.): By spring 2027, Junction City Elementary will raise our Separate Academic Indicator index to 100 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				instructional adjustments are made continuously throughout the year	
	<p>In grades K-5, teachers will teach grade level writing and language standards to their students.</p>	<p>JCES has a writing plan with measurable goals for each grade level. By the end of the school year, students should be able to meet the standard of writing as set forth in the plan.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year</p>	<p>Section 6 funds for writing resources</p>
		<p>Implementation of Quill program in 4th and 5th grades. The online program’s lessons help students develop their sentence construction and grammar skills and are designed as supplemental writing exercises that students complete over short, 10 to 15 minute sessions at the beginning or end of a class period. Quill offers prompts and exercises and delivers instant feedback to help students write, revise, and revise again until they are able to produce succinct, powerful sentences.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year</p>	<p>Section 6 funds for writing resources</p>

Goal 2 (State your science, social studies, and writing goal.): By spring 2027, Junction City Elementary will raise our Separate Academic Indicator index to 100 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Many language and vocabulary standards are incorporated into reading or writing lesson plans. Those lessons directly related to language or vocabulary intentionally will be measured by some type of formative assessment.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, and KSA).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year</p>	<p>Section 6 funds for writing resources</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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 In reading, JCES will increase the percentage of students with disabilities scoring P/D from 39.7% in 2023 to 50% in 2024 as measure by KSA.</p>	<p>Provide intervention to students who fall below the 30th percentile on benchmark assessments.</p>	<p>Teachers will create intentional, differentiated lesson plans that are congruent to grade level standards, but scaffolded for those students who require more support. Interventions used for Tier 2 and Tier 3 intervention will be research-based. On Review Fridays, teachers will use weekly formative data to reteach, provide extra practice, or create enrichment opportunities for students. A reading/math interventionist will push-in to the middle groups at 3rd, 4th, and 5th reading and/or math to provide supplemental Tier 2 instruction.</p>	<p>A reduction in the number of students falling below the 30th percentile in the winter and spring as measured by iReady.</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.</p>	<p>ESSR money for interventionist</p>
	<p>In all tiers of reading instruction, teachers will incorporate their knowledge of the science of reading research. All 5 components will be included in their structured reading blocks.</p>	<p>Through master scheduling, all students K-3 students have a 90 minute reading block and 4th-5th grades have 75 minutes. In order to provide Tier 2 and Tier 3 instruction, a reading interventionist, a special education, and/or an instructional assistant will push in to the low and middle groups to provide research based interventions in a small group setting. Individual student data results will be utilized to determine the specific interventions needed</p>	<p>A reduction in the number of students falling below the 30th percentile in the winter and spring as measured by iReady.</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment. School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.</p>	<p>Section 6 money used to purchase intervention materials (Rime Magic, Heggerty, UFLI, etc.).</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for students. For those who fell in the bottom 30 th percentile after fall benchmark testing, reading plans have been created and are closely being monitored.			
<p>Objective 2 In math, JCES will increase the percentage of students with disabilities scoring P/D from 53% in 2023 to 63% in 2024 as measure by KSA.</p>	<p>Provide intervention to students who fall below the 30th percentile on benchmark assessments.</p>	<p>Teachers will create intentional, differentiated lesson plans that are congruent to grade level standards, but scaffolded for those students who require more support. Interventions used for Tier 2 and Tier 3 intervention will be research-based. On Review Fridays, teachers will use weekly formative data to reteach, provide extra practice, or create enrichment opportunities for students. A reading/math interventionist will push-in to the middle groups at 3rd, 4th, and 5th reading and/or math to provide supplemental Tier 2 instruction.</p>	<p>A reduction in the number of students falling below the 30th percentile in the winter and spring as measured by iReady.</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.</p>	<p>ESSR money for interventionist</p>
	<p>For math instruction, teachers will utilize what was taught in a summer PD about the math practice standards in order to assist students in becoming better problem solvers and critical thinkers.</p>	<p>Teachers will use the Guide for Teachers and Math in Practice books for their respective grade levels as resources when planning units of study and specific lessons for their math students. In addition, teachers have been provided a wide variety of manipulatives for use in small group instruction for math. This will provide the students with concrete materials to deepen their understanding of math concepts.</p>	<p>Increased student achievement data as measured by formative and summative assessments (exit slips, common assessments, , Math Fluency, iReady, KSA, etc).</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p> <p>School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year.</p>	<p>MAF grant funds</p>
<p>Objective 3 JCES will reduce the percentage of students with disabilities scoring Novice in combined reading and math</p>	<p>In addition to the above strategies, JCES will utilize ESS funding to provide daytime or after school tutoring services for those students who</p>	<p>Teachers will provide one-on-one or small group instruction to students using researched-based materials in order to provide intensive instruction in each student’s area of</p>	<p>A reduction in the number of students falling below the 20th percentile in the winter and spring as</p>	<p>Administrators will provide feedback to teachers based on walkthrough observations that evaluate engagement, rigor, instructional strategies, and assessment.</p>	<p>MAF and ESS funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 17.9% in 2023 to 12% in 2024 as measured by KSA.	qualify for Tier 3 services (those in the bottom 20 th percentile).	need. Formative assessment data will be kept to monitor the progress of the plan. Data will be checked and discussed weekly.	measured by iReady and scoring Novice on KSA in spring of 2024.	School formative and summative assessment data. Data is discussed monthly in team meetings and instructional adjustments are made continuously throughout the year	

4: English Learner Progress

Goal 4 (State your English Learner goal.): NA (not enough students to qualify for a subgroup)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By spring 2027, Junction City Elementary will raise our School Climate and Safety index from 86.5 to 90.0 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring 2024, Junction City Elementary will raise our School Climate and Safety index from 86.5 to 87.5 as measured by KSA.	Staff will ensure that the building is secure at all times so that students feel safe to learn.	All interior and exterior doors are locked throughout the day. All exterior doors are equipped with alarms from 7:50 am to 2:45 pm.	Students and staff feel safe.	SRO and administrators perform daily walkthroughs to ensure doors are locked.	SRO salary Cost of alarm system
	Staff members update the school's Emergency Plan annually.	The emergency plan is updated in the fall, approved by the school council, and shared with staff members. The plan details what to do in an emergency situation.	Students and staff feel safe.	Plan is approved and monitored throughout the course of the school year.	
	Utilization of the Raptor System to screen visitors and check students in and out.	When a visitor arrives at the school, their ID is scanned to ensure that person is not on a sex offender list. The program is also utilized to securely check students in and out by scanning the ID's of the adults bring them or checking them out of school.	Staff and students feel safe.	Raptor reports	Cost of Raptor system
	Implementation of the Leader in Me program.	The program empowers students with the leadership skills they will need to thrive in the 21 st century. Students have the opportunity to perform classroom and school-wide roles. They create personal and class mission statements. Students set goals and track their progress in their leadership notebooks. They have the opportunity to earn leadership certificates and other rewards for their academic and behavior progress.	Students feel safe and feel that they are valued members of our school community.	Leadership Notebooks Grade level achievement data Student surveys	Cost of the LIM website access

Goal 5 (State your climate and safety goal.): By spring 2027, Junction City Elementary will raise our School Climate and Safety index from 86.5 to 90.0 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	All required emergency drills are performed throughout the school year.	Students participate in monthly fire drills, earthquake and severe weather drills, as well as a lockdown each 9 weeks.	Staff and students feel safe.	Timing of evacuation drills is recorded. First responders assess the effectiveness of our lockdown drills.	none