

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.

- 29% of all students scored novice in Writing on the 2024 Kentucky Summative Assessment, with 78% below proficiency.
- 51% of all students scored novice in Social Studies on the 2024 Kentucky Summative Assessment, with 76% below proficiency.

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.

- PLC meetings are held weekly that focus on content planning, pacing, and student progress. Faculty meetings and content vertical team meetings focus on job embedded professional learning to include intentional work with standards.
- Instructional walks are completed in classrooms monthly to provide feedback on instruction and to guide next steps in professional learning based on the walk data.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	58.4	+4.3
State Assessment Results in science, social studies and writing	45.4	-2.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	77.8	+3.1
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Mary A. Goetz Elementary will increase the percentage of students scoring proficient/distinguished in reading to 60% by 2026 on the Kentucky Summative Assessment as measured by the school report card. Mary A. Goetz Elementary will increase the percentage of students scoring proficient/distinguished in math to 60% by 2026 on the Kentucky Summative Assessment as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase our percentage of students scoring proficient/distinguished in reading from 42% in 2024 to 51% in 2025 on the Kentucky Summative Assessment as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Intentional learning walks by the administrative team in reading and math to monitor instruction and provide actionable feedback. Utilize the feedback to plan differentiated professional learning for teachers. - Implementation of the new Savvas My View ELA high quality instructional resource focused on the Science of Reading. Utilize the HQIR rubric to give feedback on the implementation of the new ELA resource. - Implementation of the new Reveal Math high quality instructional resource. Utilize the HQIR rubric to give feedback on the implementation of the new Math resource. - Vertical content collaboration in ELA and Math to discuss implementation, curriculum maps, and intentional work with standards. - MTSS Student Data Check meetings occur every eight weeks to review student data. The team consists of general education teachers, special education teachers, intervention teachers, counselor, and principal.	- My View ELA Assessments - Reveal Math Unit Assessments - Star Reading & Math Assessment (K-5) - NWEA MAP Reading and Math Assessment (6th) - ProPL Assessment - KSA Data	- Analysis of reading and math data in PLC meetings following assessments given in the classroom. - MTSS Student Data Meetings to review progress monitoring data and guide next steps in instruction. - Instructional walk feedback monitoring.	SBDM
Objective 2 To increase our percentage of students scoring proficient/distinguished in math from 38% in 2024 to 49% in 2025 on the Kentucky Summative Assessment as measured by the school report card.					

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

Goal 2 (State your science, social studies, and writing goal.): Mary A. Goetz Elementary will increase our science, social studies, and writing combined status on the Kentucky Summative Assessment from 45.4 in 2024 to 60 in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase our percentage of students scoring proficient/distinguished in writing from 22% in 2024 to 35% in 2025 on the Kentucky Summative Assessment as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- To increase achievement in writing, we have implemented a consistent strategy for all grade levels when answering short answer/extended response questions. The use of this strategy will affect all content areas and create consistency across all grade levels. - Writing adhoc committee has been created with representatives from each grade level to update the writing policy to outline the expectations for each grade level to build from year to year to create consistency and strengthen student writing as they progress each year. - Writing non-negotiables are being created and implemented at each grade level. This will positively affect writing and all content areas.	- On Demand Writing Pieces - Classroom Assessments - Kentucky Summative Assessment	- Student writing samples - Scored On Demand writing pieces	\$0
Objective 2 To increase our percentage of students scoring proficient/distinguished in science from 19% in 2024 to 30% in 2025 on the Kentucky Summative Assessment as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Teachers participate in the Science Cadre professional learning opportunities to develop a deeper understanding of the standards and develop curriculum that meets the rigor of the standards. This allows for vertical alignment and planning. - Implement active, hands-on engagement strategies including phenomena based student	- Classroom Science Assessments - Kentucky Summative Assessment	- PLC Meetings reviewing assessment data - Classroom observations	\$0

Goal 2 (State your science, social studies, and writing goal.): Mary A. Goetz Elementary will increase our science, social studies, and writing combined status on the Kentucky Summative Assessment from 45.4 in 2024 to 60 in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		experiences to encourage exploration, apply knowledge of skills, and create abstract conclusions.			
Objective 3 To increase our percentage of students scoring proficient/distinguished in social studies from 24% in 2024 to 34% in 2025 on the Kentucky Summative Assessment as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Vertical content collaboration in Social Studies to discuss implementation, curriculum maps, and intentional work with standards. - Utilize standards-based assessments that incorporate primary source readings with students drawing conclusions from the text.	- Classroom Science Assessments - Kentucky Summative Assessment	- PLC meetings reviewing assessment data - Classroom observations	\$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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 18% in 2024 to 23% in 2025 on the Kentucky Summative Assessment as measured by the school report card.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Targeted Instructional Walks in Collaborative Classrooms to observe implementation of co-teaching and provide actionable feedback. - Targeted Instructional Walks in Resource Classrooms to observe instruction and implementation of specially designed instruction and provide actionable feedback. - Special Education PLCs focused on student goals and objectives, instructional strategies, and progress.	- IEP goal and objective progress data - Classroom assessment data - STAR and MAP data - Kentucky Summative Assessment data	- Special education progress reports - Lesson plans - Instructional walk feedback - Special Education PLC agendas	\$0
Objective 2 To increase the percentage of students with disabilities scoring proficient/distinguished in math from 28% in 2024 to 33% in 2025 on the Kentucky Summative Assessment as measured by the school report card.					

4: English Learner Progress

Goal 4 (State your English Learner goal.): Attainment percentages on ACCESS for English Learners at Mary A. Goetz Elementary will increase.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase EL attainment on ACCESS by 10% each year.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	- Collaborate with EL teacher to analyze data through MTSS core team to ensure that EL learners are receiving needs based instruction or Tier 2/Tier 3 supports based on individual needs. - Collaborate with EL teacher to ensure that we are providing the most effective and appropriate instructional strategies to EL students during Tier I instruction to promote growth in each content area.	- Classroom Assessments - ACCESS Testing	- EL Progress monitoring - MTSS Tier 2 and Tier 3 Progress Monitoring Data	\$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By fall of 2026, Mary A. Goetz Elementary’s positivity rates for the quality of school climate and safety on the Kentucky Summative Assessment will increase to 82.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By fall 2025, increase the status score for Quality of School Climate and Safety on KSA from 77.8 to 80.	KCWP 6: Establishing Learning Culture and Environment	- Quality of School Climate and Safety KSA results reviewed and analyzed by the school leadership team and teachers. - Classroom SEL lessons focused on specific needs around self-awareness, self-management, social awareness, relationship skills, and responsible decision making utilizing the Everyday Speech curriculum.	- Quality of School Climate and Safety Survey	- SEL lesson plans - SEB Data for Tier II and Tier III interventions	\$0

8: Impact Survey Goal

Goal 8 (State your separate goal.): By 2026, Mary A. Goetz Elementary will increase the percentage of teachers who respond favorably to the amount of feedback and coaching that they receive by 10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase valuable feedback and coaching from 49% in 2024 to 59% in 2026.	KCWP 2: Design and Deliver Instruction	- Instructional walks in specific content areas are completed in classrooms monthly to provide feedback on instruction and to guide next steps in professional learning based on the walk data. - Vertical content teams to discuss implementation in the classroom and coach on instructional strategies used in the classroom.	2026 Kentucky Impact Survey Results	- Kentucky Impact Survey Results - Observation feedback	\$0