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 a ssist 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: Acadience results in reading and mathematics

Goal 1 (State your reading and math goal.):
Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 30.2% proficiency in Fall of 2023 to 80% proficiency in Spring of 2027. In math, BES will increase math proficiency from 35.3% in Fall 2023 to 80% in Spring of 2027 as **measured by Acadience assessments.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 41.8% in Fall 2024 to 60% in Spring 2025 and math from 53.4% in Fall 2024 to 60% in Spring 2025 as measured by Acadience.	1. Implement a systematic approach for the design and deploy standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Through district and school level support, teachers will use knowledge of Clarity to scaffold learning intentions and develop success criteria.	Teacher Lesson Plans Walk Through data	E-walk 30-60-90 PLC	
	2. Implement a consistent instructional process to ensure delivery of instruction is intentional and of the highest quality using evidence-based core instruction in all classrooms with fidelity.	Process Teachers will use SBDM approved research-based instructional materials. Teachers will utilize the SBDM adopted instructional process of Direct Explicit Instruction and backward design. School will look for resources to support the writing process from labeling to sentence structure to paragraph-writing.	School admin team and district support personnel will monitor implementation.	E-walks PLC	
	3. Design, align and deliver support to meet the instructional needs of individual students.	Process In school tutoring (UFLI, Voyager Passport) will be provided for all students according to their benchmark Acadience results. Weekly Progress Monitoring (Reading Fluency, UFLI, grade-level specific skills checks)	Lesson Plans UFLI Daily Fluency checks are showing growth Small group instruction is taking place daily for all students. (Both	PLC E-walks All students will receive progress monitoring on Acadience in both reading and math. Frequency depends on where students fall into the categories.	Title 1

Goal 1 (State your reading and math goal.):
Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 30.2% proficiency in Fall of 2023 to 80% proficiency in Spring of 2027. In math, BES will increase math proficiency from 35.3% in Fall 2023 to 80% in Spring of 2027 as **measured by Acadience assessments.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Decodable books purchased and placed in library for staff to use Teachers will use strategies during lessons to scaffold instruction Teachers will use engagement strategies to improve learning Voyager Passport small group tutoring during school. School wide BES Reads Twenty for every student. Teachers will provide after school tutoring for all students seeking support. Reading specialists will provide reading intervention services during the day. Reading specialists will administer a reading diagnostic assessment to students falling below the 10th percentile according to Acadience Reading. Teachers will create and revise schedules after each benchmark to update specific small group instruction for reading.	accelerated and in need of support) Eureka Squared manipulative kits purchased		

Goal 1 (State your reading and math goal.):
Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 30.2% proficiency in Fall of 2023 to 80% proficiency in Spring of 2027. In math, BES will increase math proficiency from 35.3% in Fall 2023 to 80% in Spring of 2027 as **measured by Acadience assessments.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Geodes and Fundations are aligned with the current Wit and Wisdom Reading Curriculum. Teachers will implement both programs. Teachers and tutors will use UFLI during MTSS time for students who need additional support. State required Reading Plans are in place for all students that scored under the 25th percentile. Teachers will implement Eureka Squared.	Diagnostic Assessment Results		
	4. Establish learning environment and culture by implementing strategies to increase parental involvement and give parents strategies to use as partners in learning at home.	Teachers utilize BES READS bags and "You Read, I Read" texts for parental involvement with reading practice. Adopt a Pet Activity for students upon completion of three criterion per grade level Exit Criteria Development for all grade levels Literacy Nights for families have been incorporated in the school calendar to increase family involvement as well. Parent Academies will be scheduled to give parents a clear picture of their child's performance and give	Participation rate Participation rate Data of student achievement Have taken place and scheduled	Monitoring parent participation on the BES READS log Monitoring parent participation on the BES READS log Progress Monitoring PRI and FRC sign-in documentation	Title 1 for materials for Literacy Nights and Parent Academy. PTO, PRI PRI

Goal 1 (State your reading and math goal.): Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 30.2% proficiency in Fall of 2023 to 80% proficiency in Spring of 2027. In math, BES will increase math proficiency from 35.3% in Fall 2023 to 80% in Spring of 2027 as **measured by Acadience assessments.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		parents the ability to support students at home by teaching them strategies to use for the science of reading.	Parent Academy Planned for January. More will be planned at a later date.	PRI and FRC sign-in documentation, participation rate	

30-60-90 Day Plan

Plan Title Goes Here

Horizon Goal: Goal 1 (State your reading and math goal.): Breathitt Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 30.2% proficiency in Fall of 2023 to 80% proficiency in Spring of 2027. In math, BES will increase math proficiency from 35.3% in Fall 2023 to 80% in Spring of 2027 as **measured by Acadience assessments.**
180 Day Goal:

In the first 30 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 30 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 60 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 60 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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If we are not successful, we will:			

In the first 90 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 90 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 120 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 120 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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If we are not successful, we will:			

In the first 150 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 150 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 180 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 180 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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If we are not successful, we will:			

Projected Next Steps:

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Science to 44.7% by year 2027.
Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Social Studies to 72.3% by year 2027.
Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Writing to 58.5% by year 2027.
(Data from Sebastian Elementary. Our students feed into that school)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1 Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Science to 35% by year 2025. **AND** Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Social Studies to 51% by year 2025.	KCWP 1: Use Curriculum Maps for Science and Social Studies K-2, that are aligned to state/essential standards and components that support instruction and assessment.	Process: The District Instructional Core Team will develop a process to ensure curriculum mapping will occur in Science and Social Studies to identify instructional gaps including planning for the introduction of that standard, learning targets, development and gradual release phases, and arrival at standards mastery and assessments. Students will reflect through Journal writings and drawing pictures with labeling for science programs. Science Fair end of 3rd Term to tie together Science, Writing, literacy, and family engagement Studies Weekly for Science Generation Genius Hooked on Science Guy Skydome Lab Coat “Be the Scientist”	30-60-90 Day Plans Curriculum Documents Walkthroughs Agendas & Minutes PLCs (school & district) Friday: Science Experiment Day	30-60-90 Day Plans Monthly Walkthroughs Science Fair Participation Experiment results	Title 1 PRI Grant (T.Turner)

		Flat Stanley Activity to incorporate writing, Geography, learning about different cultures, etc. Studies Weekly for Social Studies			Title 1
	KCWP 2: Design and Deliver Instruction. Implement a systematic approach to design and deliver instruction in all content areas, by ensuring: *Tier 1 instruction in highly effective, culturally responsive, evidence-based practices that are provided to ALL students.	Monitor and evaluate the validity of assessments, standards, and learning targets.			
		School leadership will refine our process to ensure monitoring measures are in place for module data. The purpose of that would be support teachers in the delivery of instruction based on the standards through continued implementation of curriculum, Amplify, and TCI	Grade level standards are taught throughout the course of the year. Learning intentions and success criteria are aligned with curriculum resources and are congruent with the Kentucky Standards.	Weekly PLC meeting agenda & notes Walkthrough data and notes Lesson Plan feedback 30/60/90 Day Plan	
		School leadership will ensure that District PLC meetings are used to review and revise curriculum maps.	Curriculum Maps are aligned to the Kentucky Standards.	District PLC meeting and agenda notes Curriculum Map reviews 30/60/90 Day Plan	

		Teachers will have common planning times to develop learning intentions, success criteria, assessments, and strategies for lessons that are congruent to standards.	We will see an increase in the number of proficient and distinguished students in all three areas, Science, Social Studies, and writing as well as a reduction in the number of students who scored novice.	District PLC meeting and agenda notes	
Objective 2 Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Writing to 46% by year 2025.	KCWP 2: Design and Delivery Instruction. Implement a systematic approach to design and deliver instruction in all content areas, by ensuring: *Tier 1 instruction in highly effective, culturally responsive, evidence-based practices that are provided to ALL students. Writing will occur with fidelity.	Monitor and evaluate the validity of assessments, standards, and learning targets. Students will write about a topic teachers give them in a writing journal. Writings will show growth in writing throughout the year.	PLC Agenda minutes Writing journals (implemented)	E-walks Team/PLC/Leadership agenda and minutes 30/60/90 Day Plan Journals will be monitored every two weeks	Title 1 Journals (Fundations)
		School leadership and Literacy Team will ensure that the school wide writing plan is implemented with fidelity and checks will be completed by term. Keyboarding and Handwriting Without Tears	All components of the writing plan are implemented during the course of the school year. Journals/writing notebooks will be kept, dated, and passed along with students at each grade level to show growth over time.	30/60/90 Day Plan Walkthrough data & notes Student writing sample notebooks (journals) Review of the writing plan	

30-60-90 Day Plan

Plan Title Goes Here

Horizon Goal: Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Science to 44.7% by year 2027.

Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Social Studies to 72.3% by year 2027. Increase the percentage of students scoring Proficient and Distinguished on (KSA) Kentucky Summative Assessment in elementary Writing to 55.8% by year 2027.
180 Day Goal:

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The measures/evidence we will use are:			
First 60 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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The measures/evidence we will use are:			
First 120 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 150 days, we will know we are successful when:			
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In the first 180 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 180 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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If we are not successful, we will:			

Projected Next Steps:
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3: Achievement Gap **(Data from Sebastian Elementary. Our students feed into that school)**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient and distinguished in reading to 45 and in math to 43 by 2025 as measured by state-required academic assessments.	KCWP2: Design and deliver instruction. Implement a systematic approach to design and deliver instruction, in all content areas, by ensuring Tier 1 instruction in highly effective, culturally responsive, evidence based and provided to all students, and that content based writing occurs with fidelity.	School leadership will implement a process to ensure that formative, summative, and benchmark assessment results are used appropriately through weekly grade level PLCs to determine tiered intervention needs. Teachers will also use Acadience Data from progress monitoring and Benchmarking to determine tiered intervention needs. Teachers will implement the PLC protocol to use assessment results to place students in the correct tier groups for intervention. PLC minutes will reflect the implementation of the protocol.	PLC protocol is in place and followed. Data is analyzed according to the PLC schedule. Evidence of tiered group instruction is gathered and MTSS plan is used as a guide. Growth is observed in Lexia and Dreambox. Tracking data during PLC meetings for SPed students. Growth is observed in data from Acadience progress monitoring and Benchmarking.	On a weekly basis, school leadership will lead and/or monitor PLC meetings to ensure students are in the correct intervention groups for math and reading. Intervention groups will be fluid in design; students will enter and exit as data is monitored as required by the MTSS plan. PLC minutes will document the evidence. The Administration Team will conduct weekly Ewalks and provide teacher feedback. Lesson Plan Feedback 30-60-90 Plan	
		Monthly progress monitoring checks will take place to ensure that students with IEPs are being provided with supports needed to be successful.	-IEP goal implementation checks -Proficiency and Distinguished rates will increase, while novice rates will decrease	-Progress Monitoring Meeting Agenda and Notes -IEP Folder Reviews -Accommodation/Modification Checks	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Leadership will conduct walkthroughs specifically focusing on small group and analyze results in leadership meetings to ensure highly effective instruction is taking place daily.	-EWalk data will show improvement throughout the course of the year.	EWalk Walkthrough Data Feedback through Email and feedback card Administrative Team Meeting agendas and notes	
		SPED Teachers will include SDI accommodation and modifications on lesson plans in Reading and Math.	Tier I instruction is differentiated to meet the needs of all students.	Lesson Plan Feedback Ewalk Walkthrough Data	
		Sped teachers will implement LETTERS training from previous 2 years to gain more strategies for teaching Reading. All Sped teachers will also participate in Autism training to increase engagement strategies to aid in teaching math and reading to all students. Parent Academy: Math literacy bags Reading Buddies (including 8 office staff)	Growth will be observed during progress monitoring and benchmark assessments. Academy Night Participation	Monthly SpEd Data PLC's to review individual student growth.	PRI (T.Turner)

Horizon Goal: Achievement Gap–Increase the percentage of students with disabilities scoring proficient and distinguished in reading to 49.3 and in math to 39.7 by 2024 as measured by state-required academic assessments.
180 Day Goal:

In the first 30 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 30 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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The measures/evidence we will use are:			
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The measures/evidence we will use are:			
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In the first 180 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 180 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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Projected Next Steps:
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4: Quality of School Climate and Safety

Goal 4 (State your climate and safety goal.): *During the 2022-2023 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS to 85 by year 2025	KCWP 2: Design and Deliver instruction Implement a systematic approach to design and deliver core instruction ensuring that at least 80% of the students are successful in Tier I instruction.	*The SEL curriculum will be taught to all grade levels.	-Increase of QSCS Student survey	-MTSS Meeting agendas and notes	$1,000 SBDM Funds
		*SES STLP will create a lesson on online safety and present it to grades 3rd through 6th.	-Social Media and online targeting will decrease -Students who need interventions will be identified	-Data Analysis of Student Surveys -Behavior Incidents	No Funding

Goal 4 (State your climate and safety goal.): *During the 2022-2023 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment A learning environment is intentionally designed to be inclusive and accessible for all students. The environment must include highly qualified teachers and the necessary materials and resources to ensure a safe space conducive to learning.	*Technology class lessons on good digital citizenship.	-All students receive digital citizenship instruction	-Monitor Specials class lessons	No Funding
		*Guest Speakers will be used to address specific issues such as cyberbullying and vaping.	-There will be a decrease in behavior incidents involving specific topics	-Monitor Behavior Data -MTSS Team Agendas/Notes	No Funding
		*Student survey questions will be reviewed throughout the school year to track student input on issues across the school	-Students survey questions allow for data analysis of needs	-Give surveys multiple times a year	No Funding
		*Student Council will meet monthly to work on school improvement initiatives	-Decrease in the number of students at the Tier 2 and 3 levels by the end of the school year	-Ensure students are meeting monthly with Agendas/Notes	No Funding
		*Terrace Metrics will be given to students in grades 3rd through 6th to determine Tier status for behavior	-Decrease in the number of students needing Tier 2 and 3 interventions	-Monitor tier movement during MTSS team minutes	No Funding
		*Implement the SES SBDM Council's new Cell Phone Policy across the school	-Decrease the number of students are off task during instructional time	-EWalk Walkthrough Data	No Funding
		*Utilize PRI resources to support climate and safety	-Behavior Data improves from year to year	-Student Feedback Analysis	PRI Grant Funds 5,000
		*Reach the status of a Family Friendly School through the Prichard Committee Guidelines	Status is reached	-Track criterion points	No Funding

30-60-90 Day Plan

Plan Title Goes Here

Horizon Goal: Goal 5 (State your climate and safety goal.)*: During the 2022-2023 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.*
180 Day Goal:

In the first 30 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 30 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
• The SEL curriculum will be taught to all grade levels.			
• Guest Speakers will be used to address specific issues such as bullying.			
• SRSS Behavior Survey will be conducted for students in grades K-2 three times a year to determine Tier status for behavior			
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If we are not successful, we will:			

In the first 60 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 60 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**

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In the first 90 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 90 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 120 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 120 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**

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If we are not successful, we will:			

In the first 150 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 150 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**
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In the first 180 days, we will know we are successful when:			
The measures/evidence we will use are:			
First 180 days action strategies:	**Who is on point?**	**By When?**	**How Communicated?**

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If we are not successful, we will:			

Projected Next Steps:
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