

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
 - KCWP 1: Design and Deploy Standards
 - KCWP 2: Design and Deliver Instruction
 - KCWP 3: Design and Deliver Assessment Literacy
 - KCWP 4: Review, Analyze and Apply Data Results
 - KCWP 5: Design, Align and Deliver Support
 - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

By 2026, Glenn Marshall Elementary school will increase our Students with Disability proficiency to 50.0

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, Apply Data Results

KCWP 6: Establish Learning Environment and Culture

Activities:

KCWP 1: Design and Deploy Standards

- Work in PLCs to deconstruct standards
- Utilize standard deconstruction with the development of instructional pacing calendars
- Use Building Instructional Coach to ensure pacing calendars have all standards accounted for
- Develop Unit plans during curriculum work sessions
- Vertical Alignment meetings with Building Instructional Coach

KCWP 2: Design and Deliver Instruction

- PLCs, weekly walkthroughs to check for congruence of learning plan
- CCI
- Classroom and School Goal Setting/Student Data folders
- PDSA cycles for classrooms and in PLC work
- Building Instructional Coach for analyzing student achievement data and measuring effectiveness of instructional resources and programs
- Share data/results through SBDM, report cards, reading plan meetings, conferences, class dojo, student data folders, PDSA cycles

- Use of Viewsonic to deliver Tier 1, 2, 3 Literacy and Math Instruction

KCWP 4: Review, Analyze, Apply Data Results

- Mustang Mania Day w/ support of building instructional coach to ensure a balanced approach to data analysis and through MTSS meetings and data review protocol
- High quality/standards aligned assessments through development in PLC work and with support of building instructional coach (backward design)
- Movement through Tiers (STAT process with school counselor as chair, schoolwide schedule reflects staggered RTI blocks to increase support)
- Systems in place for students to be actively involved: PDSA cycles, student data folders
- Leadership qualitative and quantitative data to drive continuous improvement: PLCS, weekly data review, classroom walkthroughs for congruence

KCWP 6: Establish Learning Environment and Culture

- Mission/Vision: MTSS, Systems work
- Work framed by professional Learning: PLC work as evidenced by student data review universal screeners (academics/behavior), attendance, MTSS data review
- Use of Check-Ins with various staff members to support the needs of all students
- Methods for equitable environment: Tier 1 SEL PDSA cycles, Tier 2 and 3 small groups as needed
- Self Directed Learners: data folders, CCI
- Authentic Learning Experiences: growth mindset, feedback, data folders, PDSA
- Develop collective efficacy: PLC work, survey results and feedback
- Identifying gaps in culture, climate, safety: survey results, Sunshine committee, Student Leadership Committee, FRC Advisory Council, Staff Leadership team
- Support Inclusivity/Community Partners/Communicating w/ Families: Proactive Plan for Inclusivity

Progress Monitoring:

Winter 2025 and Spring 2025 iReady and F&P Assessments, classroom KAS aligned assessments, MTSS monthly data review

Funding:

School Funds/District Funds/Grant Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

By 2029, Glenn Marshall Elementary school will increase the combined reading and math proficiency to 75.

Objective(s):

Objective 1: By 2026, Glenn Marshall Elementary school will increase the combined reading and math proficiency to 72.

Objective 2: By 2027, Glenn Marshall Elementary school will increase the combined reading and math proficiency to 73.

Objective 3: By 2028, Glenn Marshall Elementary school will increase the combined reading and math proficiency to 74.

Objective 4: By 2029, Glenn Marshall Elementary school will increase the combined reading and math proficiency to 75.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, Apply Data Results

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Activities:

KCWP 1: Design and Deploy Standards

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- Support Inclusivity/Community Partners/Communicating w/ Families: Proactive Plan for Inclusivity

iReady Universal screener data (3x yearly) F&P Assessments, classroom KAS aligned assessments (@ least 2x per month), MTSS monthly data review, PDSA cycles at the classroom level, yearly KSA data review

Funding:

School Funds/District Funds/Grant Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	yes
English Learner Progress	no
Quality of School Climate and Safety	yes
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

Priority Indicator #1: State Assessment Results in science, social studies and writing

Three- to Five-Year Goal:

By 2029, Glenn Marshall Elementary school will increase our Science, Social Studies, and Writing proficiency to 67

Objective(s):

By 2026, Glenn Marshall Elementary school will increase our Science, Social Studies, and Writing proficiency to 64

By 2027, Glenn Marshall Elementary school will increase our Science, Social Studies, and Writing proficiency to 65

By 2028, Glenn Marshall Elementary school will increase our Science, Social Studies, and Writing proficiency to 66

By 2029, Glenn Marshall Elementary school will increase our Science, Social Studies, and Writing proficiency to 67

Strategy:

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KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, Apply Data Results

KCWP 6: Establish Learning Environment and Culture

Activities:

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Progress Monitoring:

iReady Universal screener data (3x yearly) F&P Assessments, classroom KAS aligned assessments (@ least 2x per month), MTSS monthly data review, PDSA cycles at the classroom level, yearly KSA data review

Funding:

School Funds/District Funds

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2029, Glenn Marshall Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 80.

Objective(s):

By 2026, Glenn Marshall Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 77

By 2027, Glenn Marshall Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 78

By 2028, Glenn Marshall Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 79

By 2029, Glenn Marshall Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 80

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, Apply Data Results

KCWP 6: Establish Learning Environment and Culture

Activities:

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Progress Monitoring:

Winter and Spring SRSS data, MTSS monthly minutes, PLC minutes

Funding:

School funds/District Funds/Title I

