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, Baldridge, 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):
Our Special Education population with IEP's scored below similar aged peers on KSA assessments scoring index, currently 38.2 in comparison to 63.7 for the general population. Our objective is to close the gap between our disabled and non-disabled population.

Strategy:
Classroom Walkthroughs targeted at engagement and formative assessment practices to ensure all students were getting their accommodations as needed.

Activities:
Unit Assessment Data discussed in PLC

iReady diagnostic data discussion and target areas being identified

RTI plan to target students who were on the line of moving up to the next level

KSA style assessments created using Pear Assessment

Progress Monitoring:
For the 23-24 school year, our scoring index for our special population was 35.5 and improved to 38.2 for the 25-26 school year. We will continue to target closing this gap and improving our index score for our special population.

Funding:
School Funds – Title 1 and Section 6

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.

Three- to Five-Year Goal:
Over the next three years, Silver Creek will increase their combined reading and math index from 59.0 to 71.0 as demonstrated on the KSA assessment.

Objective(s):
Silver Creek will improve their reading index from 65.1 to 78.0 as demonstrated on the KSA assessment. This is 4 index points per year.

Strategy:
KCWP 1, KCWP 2, KCWP 3, KCWP 4

Hold targeted PLC meetings to address standards alignment with teaching and activities for reading and math. Continue to refine our practices and standards alignment, including quizzes and exams on our platforms that are similar to the KSA test.

Activities:
Weekly grade level PLC's focused on reviewing standards, developing targets, reviewing assessments, and refining unit plans for quality instruction. Our building Instructional Coach supports our PLC work, coaches teachers, co-teaches in classrooms, assists with lesson planning, assists with assessment development using our KSA-style platform, and provides feedback to teachers.

We are also planning to purchase items such as our online learning programs ,including iReady, Savvas, Flocabulary, Reflex Math, ESGI, Presentation Solutions, Hear Builders, Simple Solutions, etc.

If funds are available we will continue to utilize a full-time nurse to help address our attendance each day.

If funds are available we will continue to utilize our Instructional Coach to help address deficits and grouping which the data shows us to help improve the overall outcomes for students. If the funds are still there we will continue using our teachers and paraeducators

If funds are available we will purchase student supplies that are needed such as pencils, paper, copier rental (for student copies), chromebooks, student white boards, dry erase markers, math manipulatives,

Progress Monitoring:
PLC weekly (minutes and agenda), assessment data – grade level teacher data, staff feedback documentation

Funding:
School Funds – Title 1 and Section 6

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)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Over the next three years, student proficiency on state assessments in Science, Social Studies, and Writing will increase by at least 4 percentage points annually, as measured by state test results.

Objective(s):

Current status of Science is 70.6 with target of 74.6 next year. Current status of Social Studies is 58.9 with target of 62.9 for next year. Current status of Combined Writing is 69.5 with a target of 73.5 next year. After three years of targeting each section, science should be at 82.6, social studies should be at 70.9, and combined writing 81.5.

Strategy:

KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5

Activities:

Hold PLC meetings specifically targeted at science, social studies, and writing in 4th and 5th grades, where refining and aligning activities to standards. Also, ensuring that quizzes and exams are given through Pear Assessment that mimics KSA style assessments. We are also planning to purchase our on-line platforms for Simple Solutions, Generation Genius, etc. to assist students.

Progress Monitoring:

Progress is monitored through quizzes and exams given throughout the year, and determining needs based off of that data that these show. We will also continue refining our teaching and learning by looking at Kentucky standards and ensuring our teaching is aligned to those.

Funding:
Section 6 and Title 1

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding: Section 6 and Title 1

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.