

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 school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency

Goal 1: Increase the average reading (43.1% to 48.1%) and math (32.4% to 36.4%) percentage of students scoring proficient/distinguished on the state accountability assessment system.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percent of accountable elementary students scoring P/D in reading from 43.1% to 48.1%.	Core Instruction: Design and deploy standards to ensure Learning Targets are aligned with standards and focus of instruction by providing a rigorous and differentiated core program that precedes RtI.	Teachers plan for rigorous core instruction using diagnostic data from HMH, DCAs, Summative and Formative Assessments, core standards, and pacing guides.	HMH diagnostics, STAR data, growth measure data, PLC meeting notes	Spring 2022	\$0
		Creating clear and precise learning targets based on priority standards.	PLCs minutes, lesson plans, and visibility of learning targets for students.	Summer 2022	\$0
	Tiered Interventions that are based on reviewing, analyzing, and applying data from multiple data points such as STAR, KPREP, Growth Measures, Summative Assessments and Formative Assessments to identify priorities and implement actionable steps to impact instruction and student learning.	Design data protocol and a system to review and revise instruction/curriculum that is individualized based on student needs beyond the District pacing guide.	PLC minutes, school-side curriculum, data protocol agenda	Summer 2022	\$0
		Establish a system for use in individual teacher classrooms	Walk through instruments, teacher evaluations	Spring 2022	\$0
	Facilitate learning experiences that are meaningful to students and prepare them for their futures.	CHETL (Characteristics of Highly Effective Teaching and Learning) strategies	Walk through instruments, teacher evaluations	Spring 2022	\$0
		Identify well-designed studies, trustworthy research, and meaningful findings to inform educational decisions and improve	Lesson plans, teacher observations/evaluations, Faculty meeting agendas, PLC minutes	Spring 2022	\$0

Goal 1: Increase the average reading (43.1% to 48.1%) and math (32.4% to 36.4%) percentage of students scoring proficient/distinguished on the state accountability assessment system.					
		student outcomes using WWC (What Works Clearinghouse).			
		Kagan Student Engagement Strategies Training for coaches and all certified staff.	Agenda, coaching session outline, lesson plans	Ongoing 2022	\$3000 Title II funds
Objective 2: Collaborate to increase the percent of accountable elementary students scoring P/D in math from 32.4% to 36.4%.	Core Instruction: Design and deploy standards to ensure Learning Targets are aligned with standards and focus of instruction by providing a rigorous and differentiated core program that precedes RtI.	Teachers plan for rigorous core instruction using diagnostic data from HMH diagnostics, Summative and Formative Assessments, core standards, and pacing guides	HMH diagnostics, DCA data, PLC meeting notes	Spring 2022	\$0
		Creating clear and precise learning targets based on priority standards.	PLCs minutes, lesson plans, and visibility of learning targets for students.	Summer 2022	\$0
	Tiered Interventions that are based on reviewing, analyzing, and applying data from multiple data points such as STAR, KPREP, Growth Measures, Summative Assessments and Formative Assessments to identify priorities and implement actionable steps to impact instruction and student learning.	Design data protocol and a system to review and revise instruction/curriculum that is individualized based on student needs beyond the District pacing guide. Online student learning programs-Imagine Learning, Symphony Math, Lexia, IXL Math/Language Arts, etc.	PLC minutes, school-side curriculum, data protocol agenda	Summer 2022	\$20,000 Title I funds
		Establish a system for use in individual teacher classrooms	Walk through instruments, teacher evaluations	Spring 2022	\$0
	Facilitate learning experiences that are meaningful to students and prepare them for their futures.	CHETL (Characteristics of Highly Effective Teaching and Learning) strategies	Walk through instruments, teacher evaluations	Spring 2022	\$0
		Identify well-designed studies, trustworthy research, and	Lesson plans, teacher observations/evaluation	Spring 2022	\$0

Goal 1: Increase the average reading (43.1% to 48.1%) and math (32.4% to 36.4%) percentage of students scoring proficient/distinguished on the state accountability assessment system.					
		meaningful findings to inform educational decisions and improve student outcomes using WWC (What Works Clearinghouse).	s, Faculty meeting agendas, PLC minutes		
Objective 3: Effectively implement language and literacy instructional support through professional learning.	Design, deliver, and assess literacy practice to ensure a process is used to measure teacher’s instructional effectiveness based on data.	Create an effective PLC protocol to be used during weekly/biweekly PLCs.	Establish a system for use in individual teacher classrooms, Walk through instruments, teacher evaluations	Spring 2022	\$0
	Design, deliver, and assess literacy to monitor the validity of formative assessments to ensure congruence.	Teams will create formative assessments that are congruent to standards and learning targets	Compilation of grade level formative assessments	Spring 2022	\$0
		Formative assessments will be utilized to gauge student progress and learning for instructional adjustment.	School-wide data tool, lesson plans, teacher reflections, Walk through instruments, teacher evaluations	Spring 2022	\$0
		Assign Title I teachers/Title I Interventionist to at-risk grade levels/students to provide instructional support.	Increased STAR Reading and Math scores, reduced class size in primary and intermediate classes, small group pull-out for Tier 2 and Tier 3 Reading and Math students	Fall 2021-Spring 2022	\$200,000 Title I funds
Objective 4: Effectively implement academic conversations to ensure student learning across all content areas.	Use academic conversation as an assessment design to evaluate the level of student learning.	Teachers and administrators will complete a book study entitled <u>Equipped for Reading Success</u> (primary teachers) & TBD (intermediate teachers).	PLC/Faculty Meeting Book Club Discussions, Improved Instructional Practice through informal/formal observation by administrators	Spring 2022	\$1500 Title II funds

2: Separate Academic Indicator

Goal 2: Increase the average Science (26.7% to 31.7%) and Writing (36.6% to 41.6%) percentage of students scoring proficient/distinguished on the state accountability assessment system.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percent of accountable students scoring P/D in science from 26.7% to 31.7%.	The district prioritized Science Common Core State Standards and curriculum maps will be the foundation for all curriculum and instruction in the classrooms.	Opportunities for teachers to attend Professional Development will be provided. Topics offered, but not limited to, will include: standards work, differentiation, science assessment, PLC work, etc. (National Science Teacher Association Conference)	Agenda from conference, PLC minutes, agenda from faculty meeting in which teachers who attended conference share ideas/strategies.	Spring 2022	\$0
		Through Course Tasks will be developed by teachers within the school as well as across the district and shared.	Collection of TCTs for each grade level.	Summer 2022	\$0
	Facilitate learning experiences that are meaningful to students and prepare them for their futures.	CHETL (Characteristics of Highly Effective Teaching and Learning) strategies	Walk through instruments, teacher evaluations	Spring 2022	\$0
		Identify well-designed studies, trustworthy research, and meaningful findings to inform educational decisions and improve student outcomes using WWC (What Works Clearinghouse).	Lesson plans, teacher observations/evaluations, Faculty meeting agendas, PLC minutes	Spring 2022	\$0
		Kagan Student Engagement Strategies Training for coaches and all certified staff	Agenda, coaching session outline, lesson plans	Fall 2021 - ongoing	\$3000 Title II funds
	Objective 2: Collaborate to increase the percent of accountable students scoring P/D in writing from 36.6% to 41.6%.	School-wide Writing Policy will be revised and implemented.	Administrative team will meet with district or school leaders to revise the school-wide Writing Policy.	Writing Policy document and implementation by all teachers.	Spring 2022

Goal 2: Increase the average Science (26.7% to 31.7%) and Writing (36.6% to 41.6%) percentage of students scoring proficient/distinguished on the state accountability assessment system.					
	Master Schedule will allow time for a specified writing block.	Schedule a Writing block of time in the Master Schedule as well as writing across all content areas.	School-wide Master Schedule, teacher lesson plans and student writing pieces.	Spring 2022	\$0
	Facilitate learning experiences that are meaningful to students and prepare them for their futures.	CHETL (Characteristics of Highly Effective Teaching and Learning) strategies	Walk through instruments, teacher evaluations	Spring 2022	\$0
		Identify well-designed studies, trustworthy research, and meaningful findings to inform educational decisions and improve student outcomes using WWC (What Works Clearinghouse).	Lesson plans, teacher observations/evaluations, Faculty meeting agendas, PLC minutes	Spring 2022	\$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
<p>Objective 1: Staff will collaborate to increase the percent of elementary students in the economically disadvantaged subgroup scoring P/D in reading from 27.6% to 32.6%.</p> <p>Staff will collaborate to increase the percent of elementary students in the economically disadvantaged subgroup scoring P/D in math from 21.4% to 26.4%.</p>	Teaching Language Arts and Math Proficiency using the HMH curriculum and curriculum maps for all curriculum and instruction in ELA and Math.	Opportunities for teacher professional development will be provided. Topics offered, but are not limited to: attending the Council for Exceptional Education Conference and Book Baskets, Expert Packs & Text Sets at GRREC, differentiation, PLC work, data analysis, literacy and writing across content areas, etc.	Faculty meeting agendas, teacher presentations, implementation as evidenced in lesson plans	Fall 2021-Summer 2022	\$0
	Design and deliver instruction to monitor learning before, during, and after instruction.	Team planning to ensure congruency.		Fall 2021-Summer 2022	\$0
		(GRP) Gradual Release Process, DEI (Direct Explicit Instruction), and Differentiation		Fall 2021-Summer 2022	\$0
	Utilize a Blended-Learning Model to increase student achievement and foster effective instruction.	CHETL (Characteristics of Highly Effective Teaching and Learning) strategies	Walk through instruments, teacher evaluations	Spring 2022	\$0
		Identify well-designed studies, trustworthy research, and meaningful findings to inform educational decisions and improve student outcomes using WWC (What Works Clearinghouse).	Lesson plans, teacher observations/evaluations, Faculty meeting agendas, PLC minutes	Spring 2022	\$0

<p>Objective 2: Staff will collaborate with parents of disability students to reduce the number of students scoring Novice/Apprentice.</p>	<p>Increase parent involvement of Disability students.</p>	<p>Host family Outreach Nights to include parents and caregivers. Parents will be encouraged to attend Kindergarten Readiness Night, Fall Student-led conferences, School-wide Family STEM Nights, Title I Compact Meeting, Read Around the World Night, Fall Festival and March Madness.</p>	<p>Title I and FRC Sign-in sheets, Husky Happenings Newsletter, Social Media outlets, and parent surveys.</p>	<p>Fall 2022 - ongoing</p>	<p>\$0</p>
--	--	---	---	----------------------------	------------

4: Growth

Goal 4: By May 2022, we will increase our growth towards and exceed state goals.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the percent of students scoring above the 40th percentile benchmark in Reading (K-6) from 74%-78% by 10% by June 2022.</p> <p>Increase the percent of students scoring above the 40th percentile benchmark in Math (K-6) from 75%-79% by 10% by June 2022.</p>	<p>Review, analyze, and apply data to identify priorities and implement actionable steps to impact instruction and student learning.</p>	<p>Curriculum Development and Alignment - Establish PLC protocol for cyclic review, revision, and alignment of the curriculum both horizontally and vertically to identify instructional gaps, including planning for introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>PLC agenda and minutes, Curriculum alignment documents</p>	<p>Spring 2022</p>	<p>\$0</p>
		<p>Vertical Planning to ensure Mastery of Standards - Teams will meet quarterly to ensure vertical curriculum work includes introduction, development, and mastery of standards. Discussions regarding moving students through mastery of the levels will take place.</p>	<p>PLC and faculty meeting agendas and notes, curriculum plans, lesson plans, intervention checklists</p>	<p>Spring 2022</p>	<p>\$0</p>
		<p>Curriculum Scope and Sequence - During vertical team meetings and committee meetings, we will work to develop a strong scope and sequence of curriculum across grade levels. This will include a scope and sequence of standards and skills such as writing, number sense, phonics, and grammar.</p>	<p>Observations, student work, student data, PLC agendas and notes</p>	<p>Spring 2022</p>	<p>\$0</p>

Goal 4: By May 2022, we will increase our growth towards and exceed state goals.

		Formative Assessment Practices - Work collaboratively in PLCs and committees to ensure that formative assessment practices allow students to understand where they are going, PLC agendas and minutes, Tier I and Tier II documentation, STAR Spring 2021 where they currently are, and how they can close the gap.	PLC agendas and minutes, Tier I and Tier II documentation, STAR	Spring 2022	\$0
	Design and Deliver Instruction	RTI Process - Develop clear protocols in team PLC's to ensure Tier I and Tier II needs are being met and identify when instructional adjustments such as different strategies or different interventions are needed and how to implement those adjustments.	PLC agendas and minutes, Tier I and Tier II documentation, STAR	Spring 2022	\$0
	Design and Deliver Assessment Literacy	Common Assessments - Work on standards-based common assessments and grading so that it is congruent to the deconstructed standards across grade levels and focused on mastery learning. Common Assessments for all subject areas	Common assessments embedded in HMH reading and math curriculum.	Spring 2022	\$0
		Specific Feedback - Implement strong and specific feedback to students based on standards, goals, and mastery learning. Create intentional opportunities for students	Observations and walk throughs	Spring 2022	\$0

Goal 4: By May 2022, we will increase our growth towards and exceed state goals.

		to receive and offer effective feedback.			
		Empowering Students - Teams will identify and implement activities/ways to empower students in the assessment process—help students assess and adjust their own learning, student participation in self-assessment, goal setting, transparent identification of where they are going, where they currently are, and how they can close the gap. Effective use of leadership binders, Student data binders, data in rooms and halls SBDM class data, school data, and individual data	Student data binders, data in rooms and halls	Spring 2022	\$3,000 SBDM
		Student Involvement - Implement more after school activities especially in primary.	Recruit students to participate in extracurricular clubs and groups.	Spring 2022	\$0
	Review, Analyze, and Apply Data	Common Assessments – Work in teams to develop and ensure common assessments are being used to determine what standards need to be strengthened for which students.	PLC agendas and minutes, HMH diagnostics	Spring 2022	\$0
		Data Informed Decisions - Utilize data wise questions to evaluate in teams monthly—What does the data tell us? What does the data not tell us? What are causes for celebration? What are the causes for concern?	STAR, Lexia, Dreambox, HMH diagnostics	Spring 2022	\$3,000 SBDM

Goal 4: By May 2022, we will increase our growth towards and exceed state goals.					
		What are the next steps for improvement?			
		Data with students - Strengthen the use of data with students to create learning culture rather than grading culture—what do they need to master and how do they get there?	Student Leadership Binders	Spring 2022	\$0
	Establishing Learning Culture and Environment	Student Leadership - Continue to develop student leadership within the school. Implement strategies/activities from the Leadership Committee to ensure school-wide implementation and Leadership agenda and minutes, student voice survey,	Tell Survey Results	Spring 2022	\$2000 SBDM

5: Transition Readiness

Goal 5: By May 2022, 60% of our 5th grade students will achieve proficiency in reading, math, and writing. (Currently 41.9% in reading, 36.6% in math, 0.5% in writing).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate and implement research-based strategies that promote higher order thinking for all students in order to enable them to reach proficiency.	Design and Deploy Standards	Utilize Assessment Data for Student Learning - Vertical and horizontal teams and committees use assessment data to determine student learning needs and best instructional practices to meet those needs. This includes STAR, Lexia, Dreambox, HMH diagnostics, and formative assessments.	PLC agendas and minutes	Spring 2022	\$0
	Design and Deliver Instruction	Guided Reading Development - Develop explicit instructional methods for small group instruction (Guided Reading)—what to do before, during, and after instruction in order to ensure mastery of concepts for students.	Observations, checklists, lesson plans, PD agendas, HMH curriculum	Spring 2002	\$0
		Guided Reading Implementation - Implement effective guided reading practices in all classrooms and continue to discuss strengths, weaknesses, needs, etc. Give teachers opportunities to observe others and work together to learn and strengthen strategies/processes.	Observations, checklists, lesson plans, student work samples, running records, HMH curriculum	Spring 2002	\$0
		Number Sense - Strong focus on Number Sense especially in primary grades so students have a strong	Student work samples, lesson plans, HMH curriculum	Spring 2002	\$0

Goal 5: By May 2022, 60% of our 5th grade students will achieve proficiency in reading, math, and writing. (Currently 41.9% in reading, 36.6% in math, 0.5% in writing).					
		foundation in math. Investigate and implement CGI (Cognitively Guided Instruction) to build Number Sense in all grades.			
		Guided Math Development - Develop explicit instructional and conceptual methods for small group instruction (Guided Math)—what to do before, during, and after instruction to ensure mastery of concepts for students.	Observations, checklists, lesson plans, PD agendas, HMH curriculum	Spring 2002	\$0
		Guided Math Implementation - Implement effective guided math practices in all classrooms and continue to discuss strengths, weaknesses, needs, etc. Give teachers opportunities to observe others and work together to learn and strengthen strategies/processes.	Observations, checklists, lesson plans, student work samples, running records, HMH curriculum	Spring 2002	\$0
		Guided Reading and Math Professional Learning - Provide opportunities for professional development so that all staff can effectively learn and implement the use of guided reading and math strategies for small group instruction.	PD surveys, PD agendas, PD evals	Spring 2002	\$0

Goal 5: By May 2022, 60% of our 5th grade students will achieve proficiency in reading, math, and writing. (Currently 41.9% in reading, 36.6% in math, 0.5% in writing).

		Writing - Continue to implement school-wide ideas/strategies from the Literacy Committee to strengthen writing development for all students and all grade levels.	Students writing samples, Committee agendas and minutes	Spring 2002	\$0
		Writing Samples - Collect and utilize both good and bad writing samples to share with students for writing improvement.	Student Writing Samples	Spring 2002	\$0
		Science - Teachers will continue to learn the Next Generation Science standards and how to implement the three dimensions effectively. TCT's will be used to provide feedback regarding the effectiveness.	Lesson plans, PD agendas, Amira lessons	Spring 2002	\$0
		Social Studies - Vertical teams will meet to develop scope and sequence of social studies skills so that curriculum leads to the necessary level for 5th grade. Break apart standards for K-3 to have a scope and sequence of curriculum in primary grades.	SS scope and sequence from TCM curriculum	Spring 2002	\$0
		Social Studies - Develop common assessments in Social Studies for all grade levels	TCM SS curriculum	Spring 2002	\$0
	Design and Deliver Assessment Literacy	Empowering Students - Teams will identify and implement	Student data binders, data in rooms and halls	Spring 2002	\$0

Goal 5: By May 2022, 60% of our 5th grade students will achieve proficiency in reading, math, and writing. (Currently 41.9% in reading, 36.6% in math, 0.5% in writing).					
		activities/ways to empower students in the assessment process—help students assess and adjust their own learning, student participation in self-assessment, goal setting, transparent identification of where they are going, where they currently are, and how they can close the gap. Effective use of leadership binders, class data, school data, and individual data.			
	Review, Analyze, and Apply Data	Data With Students - Strengthen the use of data with students to create a learning culture rather than grading culture—what do they need to master and how do they get there?	Student Leadership Binders	Spring 2002	\$0
	Establishing Learning Culture and Environment	Student Leadership - Continue to develop student leadership within the school. Implement strategies/activities from the Leadership Committee to ensure school-wide implementation and consistency.	Leadership agenda and minutes, student voice survey, Resiliency Poll, Lighthouse Recertification	Spring 2002	\$1,000 SBDM funds
		Culturally Responsive Behaviors - Teams will embed culturally responsive practices in lesson plans, activities, assessments, and within classroom daily operations. School-wide implementation and integration of the 7 Habits will support this culture for learning.	Observations, student voice survey, Resiliency Poll, Lighthouse Recertification	Spring 2002	\$1,000 SBDM funds