# 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.

## Operational Definitions

**Goal**: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective**: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

**Activity**: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

**Measure of Success**: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring**: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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.

## Explanations/Directions

**Goal**: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal. | An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*). | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. | Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working. | List the funding source(s) used to support (or needed to support) the improvement initiative. |

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the combined reading and math percentage of proficient/distinguished students from 67.87 in 2019 to 83.2 in 2023 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.87 to 74.24 and math from 67.87 to 72 by Oct. 1, 2020 as measured by KPREP. | KCWP 4: Review, Analyze and Apply Data | Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student. | Track MAP data, common assessment data, and weekly assessment data as part of the weekly PLC process. | Weekly data reviews to determine student learning needs in weekly PLC meetings. (Principal, Assistant Principal and Teachers) | $0 |
| | | Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard. | Use of Mastery Connect (grades 2-5) and teacher designed standards mastery tracking sheet (grades K-1) to identify students and standards requiring further instruction. | | |
| | KCWP 3: Design and Deliver Assessment Literacy | Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. | Implement the Quality Instruction Cycle in daily instruction. | Analyze MAP data at a minimum of three times per year: Fall, Winter, and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers) | |
| | | Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc. | Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math. Analyze assessment data to determine small group and lessons to reteach standards when not mastered. | | |
| | KCWP 2: Design and Deliver Instruction | Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point. | Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher) | |
| | KCWP 6: Establishing Learning Culture and Environment | Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement. | Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety. | Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Monthly RBTL meetings (Principal, Assistant Principal, Teachers) | |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): Increase the writing percentage of proficient/distinguished students from 50 in 2019 to 73.25 in 2023 as measured by KPREP. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 50 to 57.2 by Oct. 1, 2020 as measured by KPREP. | KCWP 4: Review, Analyze and Apply Data | Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. | Writing reviews and calibrated scoring as part of the PLC process.

Use of writing standards mastery tracking sheet to identify students and standards requiring further instruction. | Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers) | $0 |
| | | Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard. | | | |
| | KCWP 3: Design and Deliver Assessment Literacy | Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. | Implement the Quality Instruction Cycle in daily instruction.

Utilize and review student data notebooks to monitor and improve student growth and achievement in writing.

Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered. | Analyze student writing data and samples at least monthly in PLCs or staff meetings. (Principal, Assistant Principal and Teachers) | |
| | | Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc. | | | |
| | KCWP 2: Design and Deliver Instruction | Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at each grade level and transition point. | Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, RTA Teacher and Title 1 Teacher) | |

## 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 28.75 in 2019 to 68.45 in 2023 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 Increase the combined reading percentage of students with disabilities scoring proficient/ distinguished from 33.3 in 2019 to 47.3 in 2020 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2020 as measured by KPREP. | KCWP 3: Design and Deliver Assessment Literacy | Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student. | Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process.

Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.

Use of Mastery Connect (grades 2-5), teacher designed standards mastery tracking sheet (grades K-1), and iRead, System 44/ Read 180 data to identify students and standards requiring further instruction.

Collaboration in committees and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective. | Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers)

Monitor evidence-based program Read 180, System 44 data, and RTA data monthly (Principal, Assistant Principal, Teachers)

Analyze MAP data for students receiving special education services at a minimum of three times per year: Fall, Winter, and Spring. (Principal, Assistant Principal and Teachers)

Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers) | $0 |
| | | Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard. | | | |
| | KCWP 3: Design and Deliver Assessment Literacy | Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | | | |
| | | Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning. | | | |
| | KCWP 4: Review, Analyze and Apply Data | Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc. | | | |
| | | Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard. | | | |
| | KCWP 2: Design and Deliver Instruction | Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. | | | |

## 4: Growth

Goal 4 (State your growth goal.): Piner Elementary will increase the percentage of students showing growth in MAP for reading from 63.67% in Spring 2019 to 75.3% in Spring 2022, and for math from 61.09% in Spring 2019 to 76.15% in Spring 2022 as measured by the MAP assessment.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 Increase the percentage of students who are showing growth in MAP for reading from 63.67% in 2019 to 67.54% in 2020; and in math from 61.09% in 2019 to 66.11% in 2020. | KCWP 4: Review, Analyze and Apply Data | Establish a practice (worker) to: Develop a system for student monitoring of progress. | Develop the use of student data notebooks to monitor and improve student growth and achievement in reading and math. Student data notebooks will include intermediate students tracking their own engagement with extra-curricular activities. | Weekly collaboration and use of student data notebooks during PLC, RTI, SAT, and special education meetings as well as student-led conferences. (Principal, Assistant Principal, All Teachers) | $0 |
| | | Establish a practice (worker) to: Assure that attendance issues are rectified as to not interfere with the educational process of students. | Development of Piner Attendance Plan and biweekly review of attendance data to reduce barriers to learning with the RBTL team | Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor) | |
| | | Establish a practice (worker) to: Create and monitor students in RTI performing below proficiency. | Development of the RTI list for monitoring student growth/achievement and developing differentiated learning opportunities. | Weekly collaboration and use of RTI list and data during PLC meetings. (Principal, Assistant Principal, Teachers) | |
| | | Establish a practice (worker) to: Develop a system to provide access to mental health services, school-based therapy, and social-emotional health in order to reduce barriers to learning. | Development of a Piner plan for students with mental health, school-based therapy, and social-emotional health through MTSS to reduce barriers to learning with the RBTL and MTSS PLC teams. | Biweekly attendance review and follow up in school RBTL meetings. District review in monthly RBTL meetings. (Principal, Assistant Principal, FRC Coordinator, District Contact, Guidance Counselor)

Meet in MTSS PLC meetings every 4-6 weeks to determine supports and progress for SEL health. (Principal, Assistant Principal, Counselor and Classroom Teachers) | |
| | KCWP 2: Design and Deliver Instruction | Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Provide differentiated instruction in reading and math at all grade levels. | Moby Max for grades 2-5. (Principal, Assistant Principal, Teachers); RTI block; iRead-Kindergarten-Second Grades System 44/ Read 180 3rd-5th grades pull out; RTA + 1 Trained Teacher in 1st Grade | |