

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, Baldrige, 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
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

	<i>Sigma, Shipley, Baldrige, etc.).</i>				
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1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the combined reading and math KPREP proficiency scores from 63.25% in 2019 to 77.7% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined reading and math proficiency scores from 63.25% in 2019 to 66.86% in 2021 as measured by KPREP	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Students Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to determine instructional needs.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of District Data Dashboard, MAP Data, Common Assessment and Friday Assessment Data, RI	Weekly PLC's to review student achievement data, Muti-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A

			assessment results, iRead in grades K-2 to determine student growth		
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. 	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency for separate academic indicator from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the science KPREP proficiency from 37.5% in 2019 to 47.6% in 2021.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> 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. 	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments	N/A
		<ul style="list-style-type: none"> Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school 	<ul style="list-style-type: none"> Participation in District Science Cohort to strengthen understanding of 	Professional Development Offerings, Review of student progress using science data during PLC's	N/A

	KCWP 6: Establishing Learning Culture and Environment		science standards and best practices for instruction.		
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments 	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A
		<ul style="list-style-type: none"> Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A
Objective 2 To increase the social studies KPREP proficiency from 64.2% in 2019 to 67.7% in 2021.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		<ul style="list-style-type: none"> Ensure that all users of assessment data use information to benefit student learning. 	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following social studies assessments	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments 	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A
		<ul style="list-style-type: none"> Utilize knowledge of best practice/high yield instructional 	Increase in effective utilization of flashbacks, re-	Monthly classroom walks, formal observations, teacher lessons and	N/A

		strategies to aid in curricular adjustments when students fail to meet mastery.	teaching and wrong answer analysis to increase student understanding	review of data following reteach, etc.	
Objective 2 To increase the On Demand Writing KPREP proficiency from 63.2% in 2019 to 66.7% in 2021.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> 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 	Vertical alignment of the writing plan across all grade levels with consistent implementation	Monthly Writing Committee discussion, evidence in teacher lesson plans	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments 	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A
		<ul style="list-style-type: none"> Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the combined reading and math KPREP proficiency scores for students with disabilities from 43% in 2019 to 61.55% in 2023 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the combined reading and math KPREP proficiency for students with disabilities from 43% in 2019 to 47.7% in 2021.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, RI/PI data, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	N/A
		<ul style="list-style-type: none"> Plan for and implement active student engagement strategies. 	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Develop a tracking system for monitoring of student achievement progress by 	Assessment data indicating standards mastery for grades 3-5,	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data	N/A

		learning target and by standard	MAP Data, IEP Progress Monitoring Data, Data analysis tools in grades K-2	following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	
		<ul style="list-style-type: none"> Use classroom assessments to inform teacher's instructional decisions. 	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Assure that attendance issues are rectified as to not pose an interference with the educational process of students 	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		<ul style="list-style-type: none"> Assure consideration and addressment of non-academic barriers to learning. 	Increase in student achievement through effectively identifying and addressing individual needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A
	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Encourage student opportunity in self-monitoring behavior, 	Decrease in student misbehavior, increase	Clear expectations for students based on school wide PBIS expectations and monthly review of office referrals,	

		including progress monitoring of goals.	in student academic performance	individualized behavior plans for students with Tier 2 and Tier 3 behavior needs and regular review of data to determine student progress through MTSS meetings.	
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4: Growth

Goal 4: By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 68.22% in Fall of 2020 to 72.9%; and for math from 64.80% in Fall 2020 to 69.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of all students showing growth in MAP for reading from 68.22% in Fall 2020 to 70.74% in Fall 2021, and growth in MAP for math from 64.80% in Fall 2020 to 67.3% in Fall 2021.	KCWP 1: Design and Deploy Standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	Progress monitoring, Classroom Assessment Data	MTSS Committee Meetings to review progress and adjustments needed for students with regards to interventions.	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi-Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	

	KCWP4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessments	Weekly PLC's and MTSS Committee Meetings	
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5: Impact Survey

Goal 5: By 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%, according to the Impact Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 56%, according to the Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Proficiency Celebrations with individual classrooms and grade levels when 70% of students reach proficiency or better on an assessment. Utilization of Tiger Pride Proficiency Pennants to recognize achievement.	Weekly PLC's utilizing data dashboard, assessment results, Proficiency Pennants	N/A
	KCWP 6: Establishing Learning Culture and Environment	Adopt a district/school-wide system or initiative to build character development.	Team Shout Outs - Incorporate weekly recognition and celebration for staff members; Friday Treats – Administration delivers treats at end of the week and gives appreciation for each staff member's efforts that week.	Bi-annual staff working environment survey	N/A
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school.	Incorporating new faculty meeting format that empowers teachers as leaders to have decisions for their professional	Staff feedback on exit slip (Google Form) at conclusion of each faculty meeting Bi-annual staff working environment survey	N/A

			development experiences and to provide their input regarding upcoming opportunities.		
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