

CMS Comprehensive School Improvement Plan (CSIP) 22-23

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your proficiency goal.): Increase the average reading proficiency as measured by KSA from 67% to 75.5% by 2027. Increase the average math proficiency as measured by KSA from 55% to 66.5% by 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- A collaboration to increase the average reading proficiency as measured by KSA from 67% to 68.7% by spring of 2023.	KCWP 2 - Use of HQIRs in reading classrooms	All reading teachers' use of Amplify ELA	-Instructional map completion -Increase in the number of students scoring above the 50th%tile on benchmark assessments	-MAP Benchmark -Instructional walkthroughs -Completed instructional maps	-ESSER -Title I
	KCWP 2 - Targeted Interventions	Targeted interventions for every student at or below the 25th%tile using SPIRE	-Less students qualifying for intervention services		
Objective 2 - A collaboration to increase the average math proficiency as measured by KSA from 55% to 57.3% by spring of 2023.	KCWP 2 - Learning around the 8 Mathematical Teaching Practices	Book Study with Jenny Donnelly over <i>Making Sense of Math</i>	-Implementation of the 8 Mathematical Teaching Practices in all math classrooms		
		Professional learning followup with Leslie Texas geared toward MP #4			

2: State Assessment Results in science, social studies and writing

<p>Goal 2 (State your science, social studies, and writing goal.): Increase the science proficiency scores for all students from 45% to 59% as measured by KSA by 2027. Increase the combined writing proficiency scores for all students from 58% to 68.5% as measured by KSA by 2027. Increase the social studies proficiency scores for all students from 60% to 70% as measured by KSA by 2027.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1-Increase the science proficiency scores for all students from 45% to 47.8% as measured by KSA by 2023.	KCWP 1 - Tier I instruction that meets the rigor and intent of the NGSS standards	Collaboration with Lacey Eckels and PLC work to discuss Appendix F in the standards and how to implement the SEPs	-Evidence of anchoring-phenomenon routines in the classroom	-Science Instructional Maps -PLC documents -Instructional walkthroughs	-ESSER -Title I -School Instructional Funds
Objective 2 - Increase the combined writing proficiency scores for all students from 58% to 60.1% as measured by KSA by 2023.	KCWP 2 - Tier 1 instruction that meets the rigor and intent of the KSA standards	-Creation of argumentative writing unit for grade 8 ELA teachers -Vertical planning in grades 6-8 for ELA teachers	-Completed argumentative unit	-Instructional Walkthroughs -Unit lesson plans -Student work samples	
Objective 3 - Increase the combined social studies proficiency scores for all students from 60% to 62% as measured by KSA by 2023.	KCWP - 2 Tier I instruction that is inquiry-based	Use of DBQ in all SS classrooms Vertical planning grades 6-8 SS teachers	-Evidence of students using inquiry based questions and primary/secondary sources	-Instructional Walkthroughs -Social Studies Instructional Maps	

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
Objective 1 - Our goal is to increase combined proficiency scores in order to decrease the achievement gap between all students and students with disabilities in the areas of math and reading. We will increase to 31.5% by 2023.	KCWP 2 - Use of HQIRs in resource reading & math classrooms	Collaboration with special education and regular education teachers to use common, grade-level instructional materials with ALL students.	-Evidence of student use of the resources	-MAP Growth -Instructional walkthroughs	-ESSER -Title I -School Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - Increase both the climate and safety indicators on the QSCS by Spring of 2023.	KCWP 6 - Student & teacher advisory councils	Collaboration with DEIB Director from SESC	-Fewer office referrals -Student participation in clubs	-Behavior Tracker -Infinite Campus Tableau Report -Club sign in sheet	-General fund