CES 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

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase student proficiency scores on KSA in reading from 65% to 73.8% and in math from 67% to 75.5% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading proficiency on KSA for all students from 65% to 66.8% for all students by 2023.	KCWP 2-Monitor effectiveness of Instructional program	Weekly PLCs that follow the PDSA cycle. Analysis of common assessment results consistently	Analysis of common assessments in PLCs Determining focus areas in PLCs	PLC agendas Proficiency data tracking through Edulastic	General Fund Title I
		Winter MAP data alignment with linking study	Increased proficiency on the MAP assessment	Growth data analyzed for patterns by content area/teacher/Action plan to highlight most effective strategies. Utilize Google Sheet: Corbin Elem 22-23 KY MAP	General Fund Title I
	KCWP 2-Setting Learning Goals	Weekly walk-throughs will be conducted with feedback emphasizing conveyance and clarity of learning goal	Increased clarity in learning goals for teachers and students	Classroom Walk-through data Google sheet (walk-throughs) PLC agendas Sharing walk-through feedback form with teachers	General Fund Title I
	KCWP 2-Strengthen Tier I instruction	Utilize Growth Days to analyze, edit, and/or create instructional maps and curriculum docs.	Completion of Quadrant charts/pacing guides	Curriculum documents Quadrant charts Instructional walk-throughs with feedback on alignment	General Fund Title I
	KCWP 5 - Targeted Interventions	Targeted interventions for every student at or below the 25th%tile using SPIRE	-Less students qualifying for intervention services	SPIRE progress monitoring data MAP data	General Fund Title I ESSER
Objective 2 Increase the math proficiency KSA scores for all students from 67% to 68.7% for all students by 2023	KCWP 2-Measuring effectiveness of strategies and programs	Use the linking study to analyze Fall and Winter MAP data, including breakdown of RIT scores and projected proficiency. Connect with strategies to continue and ones proven to be ineffective.	Increased proficiency on the MAP assessment	Review of data tracker Data on Corbin Elementary 22-23 KY MAP sheet Classroom assessment data	General Fund Title I

Goal 1 (State your reading and math goal.): Increase student proficiency scores on KSA in reading from 65% to 73.8% and in math from 67% to 75.5% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2-Student Understanding of Learning Expectations	Walk-through feedback form and KMIT data will be used for feedback of student understanding of learning expectations, goals, and success criteria	KMIT scores Feedback form tallies	KMIT DIT/BIT agenda minutes Walk-through forms	SESC Title I General Fund
	KCWP 5 - Targeted Interventions	Targeted interventions for every student at or below the 25th%tile using Bridges	-Less students qualifying for intervention services	Bridges progress monitoring data MAP benchmark	Title I General Fund ESSER

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

Goal 2 (State your science, social studies, and writing goal.):
Increase science proficiency from 35% to 51.5% by 2027 as measured by KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase science proficiency scores for all students as measured by KSA from 35% to 38.3% by 2023.	KCWP 1-Create clear and precise learning targets	Use PLC's to develop learning goal, connection to tasks, and a method for determining student understanding of the purpose of learning success criteria	Student self-reflection/ developing aligned success criteria statements	Walk-throughs Success criteria statements in curriculum docs	Title I General Fund Title I General Fund Title I General Fund
		Ensure standard is taught at a high level of fidelity and the intent of the standard is preserved	Walk-through feedback forms	Feedback forms Pacing guide review in PLCs	
	KCWP 3-Utilize formative and summative assessments to increase achievement	Align newly adopted HMH resources with standards and use to develop instruction/assessments. Analyze common assessment results in PLCs.	An increase in students meeting proficiency goals on HMH assessments.	Assessment data	
	KCWP 3-Analyze data to identify priorities and actionable steps to impact instruction	Utilize Winter and Fall MAP Science data to determine student growth. Analyze domains and revise instruction to focus on standards.	Increase of students meeting benchmark on Winter MAP (50th percentile or higher) Revisions to curriculum docs/pacing guides	MAP data Pacing guides	

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 proficiency scores in order to decrease the achievement gap between all students and students with disabilities in the area of reading. We will increase to 36.4% by 2023.	KCWP 2 - Use of HQIRs in resource reading 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 walk throughs -SPIRE progress monitoring data	-ESSER -Title I -General
Objective 2 - Our goal is to increase combined proficiency scores in order to decrease the achievement gap between all students and students with disabilities in the area of math. We will increase to 32.6% by 2023.	KCWP 2 - Use of HQIRs in resource 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 -Bridges progress monitoring data	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase QSCS indicator from 74.9% to 81.4% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS indicator for all students as measured by KSA from 74.9% to 76.2% by 2023.	KCWP 6 - Climate and safety benchmark	Before KSA, each student grade student will complete the practice QSCS survey and counselor will review data with students, clarifying misconceptions and gathering feedback	-Fewer office referrals -Increased clarity around the survey -Evidence of changes based on feedback	-QSCS benchmark results -Leadership team meeting agendas	-Title I -General
	KCWP 6 - Student leadership team	Analysis of QSCS benchmark data and discussion of ways to improve from the student perspective			