

CPS 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 53% to 67.45% by 2027. Increase the average math proficiency as measured by KSA from 57% to 68% 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 53% to 55.4% by spring of 2023.	KCWP 2 - Use of HQIRs in reading classrooms	All reading teachers’ use of Amplify CKLA	-Instructional map completion -Increase in the number of students scoring above the 50th%tile on benchmark assessments	-MAP Benchmark -Instructional walkthroughs -Completed instructional maps -SPIRE progress monitoring data -Bridges progress monitoring data	-ESSER -Title I
	KCWP 2 - Teacher High-Quality Professional Learning	-School Literacy Team -LETRS training	-Evidence of use of structured literacy practices in reading classrooms -Completion of LETRS Units 1-4		
	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 57% to 59.2% by spring of 2023.	KCWP 2 - Use of HQIRs in math classrooms	-All math teachers’ use of Eureka Squared	-80% of students should score proficient on formative/summative assessments -Increase in the number of students scoring above the 50th%tile on benchmark assessments		

Goal 1 (State your proficiency goal.): Increase the average reading proficiency as measured by KSA from 53% to 67.45% by 2027. Increase the average math proficiency as measured by KSA from 57% to 68% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 - Targeted Interventions	Targeted interventions for every student at or below the 25th%tile using Bridges	-Less students qualifying for intervention services		

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 27.8% 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 -School Instructional Funds -IDEA
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	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	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the area of math. We will increase to 23.1% by 2023.					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the QSCS indicator as measured by KSA to 88.1 by 2027.					
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 to a combined 84.9.	KCWP 6 - Climate and safety benchmark	Before KSA, each third grade student will complete the practice QSCS survey and teachers/counselors will review data with students, clarifying misconceptions	-Fewer office referrals	-Behavior Tracker -Infinite Campus Tableau Report -QSCS survey data	-General fund -Title I -IDEA -ESSER -School instructional funds
	KCWP 6 - Partnership with SESC	DEIB Director Meau Jones will work with administration to discuss ways to bring diversity, equity, inclusion, and belonging to the primary grades.	-Meeting with Meau and establishing a tangible plan	-Plan document	
	KCWP 6 - Behavioral interventions	-PASS Program	-Fewer office referrals -More students being able to participate in the tier 1 classroom without external behavioral incidents	-PASS documentation -Instructional walkthroughs -PASS calibration meetings	