

# 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.

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

Explanations/Directions

<b>Goal:</b> Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 31% proficiency in Spring 2022 to 70% proficiency in Spring of 2026. MRC will increase math proficiency from 26% in Spring 2022 to 70% in Spring of 2026 as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 31% in Spring 2022 to 40% in Spring 2026 and math from 26% in Spring 2022 to 40% in Spring 2026 as measured by KSA assessment.	1. Implement a systematic approach for the design and deploy standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Through district and school level support, teachers will use knowledge gained from the Clarity playbook to scaffold learning intentions and develop success criteria.	Teacher Lesson Plans Walk Through data	E-walk 30-60-90 PLC	
	2. Implement a consistent instructional process to ensure delivery of instruction is intentional and of the highest quality using evidence-based core instruction in all classrooms with fidelity.	Process Teachers will use SBDM approved research-based instructional materials.  Teachers will utilize the SBDM adopted instructional process of Direct Explicit Instruction and backward design.	Principal and district support personnel will monitor implementation.	E-walks PLC	
	3. Design, align and deliver support to meet the instructional needs of individual students.	Process In school tutoring will be provided for students needing additional support  Teachers will use strategies during lessons to scaffold instruction  Teachers will use engagement strategies to to improve learning	Student data notebooks Lesson Plans	PLC E-walks	

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

Goal 2 (State your science, social studies, and writing goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in science from 24% to 70% by Spring 2026 as measured by KSA Testing. Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in Social Studies to from 49% to 70%% by Spring 2026 as measured by KSA Testing. Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in writing from 28% to 70% by Spring 2026 as measured by state required assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in science from 24% to 34% in Spring 2023 as measured by KSA testing.	Implement a systematic approach for the design and development of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Teachers will use the AMPLIFY science instructional resources to teach grade appropriate science standards meeting the intended rigor of the standard. Teachers will utilize active engagement strategies as part of the instructional process.	School Level PLC Observations Lesson Plans		
Objective 2 Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in Social Studies to 49% to 55% by Spring 2023 as measured by state required academic assessments.	Implement a systematic approach for the design and development of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Teachers will use the TCI social studies instructional resources to teach grade appropriate social studies standards meeting the intended rigor of the standard. Teachers will utilize active engagement strategies as part of the instructional process.	School Level PLC Observations Lesson Plans		
Objective 3 Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in writing from 28% to 70% by Spring 2023 as measured KSA testing.	Implement a systematic approach for the design and development of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.	Process Teachers will use evidence-based instructional resources and strategies to teach grade appropriate writing standards meeting the intended rigor of the standard. Teachers will utilize active engagement strategies as part of the instructional process.	School Level PLC Observations Lesson Plans		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Marie Roberts-Caney Elementary School will increase the proficiency/distinguished scoring percentage of students economically disadvantaged from 23% in Spring to 34% in Spring 2023 in reading and from 21% in Spring 2022 to 32% in Spring 2023 in math as measured by KSA testing.	Improve and sustain the learning culture and environmental systems of the school in order to ensure a safe learning environment and reduce adverse barriers to learning.	Process Leadership team will review behavior and academic data for Tier 2 and Tier 3 students.  Teachers will monitor student progress and meet individual needs.  District approved programs of Dreambox and Lexia will be utilized for intervention.	School level PLC with teachers Leadership team Leadership minutes		

4: Quality of School Climate and Safety

Goal 4 (State your climate and safety goal.): Goal 4 (State your growth goal.): Marie Roberts-Caney Elementary will increase the combined climate and safety index score from 77.2 to . Our safety index score will increase from 73.4 to 80 and our Climate index will increase to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective 1: Increase the climate score from to 85.	KCWP6: Establishing Learning Culture and Environment. Develop a systematic approach to design and deliver core instruction to ensure students remain safe and learn to be cooperative members of a group.	Practice School will utilize the PBIS Rewards App to promote and support positive behavior.  Guidance Counselor will present lessons about getting along and anti-bullying.	School MTSS team will review data to identify areas where student behavior needs improvement.	MTSS DATA  PBIS rewards app reports	



