

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.

1: Proficiency Goal

| Goal 1 (State your proficiency goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in reading from 27.9% proficiency in Fall 2021 to 68.5% proficiency in Spring of 2026. MRC will increase math from 18.3% in Fall of 2021 to 68.5% in Spring of 2026 as measured by MAP 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 27.9% in Fall 2021 to 38% in Spring 2022 and math from 18.3% in Fall 2022 to 28.5% in Spring 2022 as measured by MAP 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 After school tutoring will be provided for students needing additional support In school tutoring will be provided for students needing additional support Teachers will use strategies during lessons to scaffold instruction Teachers will utilize WIN (What I Need) time to address individual student needs. | Student data notebooks Lesson Plans | PLC E-walks | |

2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): Marie Roberts-Caney Elementary School will increase the percentage of all students scoring proficient/distinguished in science to 46.4% by Spring 2026 as measured by state required academic assessments. Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in Social Studies to 65.9% by Spring 2026 as measured by state required academic assessments. Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in writing from 36.8% to 61.3% by Spring 2026 as measured by state required assessments. | | | | | |
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| 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 to 32.1% in Spring 2022 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 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 | | |
| Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in Social Studies to 56.8% by Spring 2022 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 | | |
| Marie Roberts-Caney Elementary school will increase the percentage of all students scoring proficient/distinguished in writing to 51% by Spring 2022 as measured by state required 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 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

| Goal 3 (State your achievement gap goal.): Marie Roberts- Caney Elementary School will increase the proficiency/distinguished scoring percentage of students qualifying for free/reduced lunch from 13.2% in Winter 2021 to 68% in 2026 in math and from 20.4 % in Winter 2021 to 55% in 2026 in reading as measured by the MAP assessment. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Marie Roberts-Caney Elementary School will increase the proficiency/distinguished scoring percentage of students qualifying for free/reduced lunch from 13.2% in Winter 2021 to 25% in Spring 2022 in reading and from 20.4% in Winter 2021 to 28% in Spring 2022 in math as measured state required academic as measured by the MAP assessment. | 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. | <p>Process</p> <p>Leadership team will review behavior and academic data for Tier 2 and Tier 3 students.</p> <p>Teachers will monitor student progress and meet individual needs.</p> <p>They will utilize WIN (What I Need time) and in-school and after-school tutoring.</p> <p>District approved programs of Dreambox and Lexia will be utilized for intervention.</p> | School level PLC with teachers Leadership team Leadership minutes | | |

4: Growth

| Goal 4 (State your growth goal.): Marie Roberts-Caney Elementary will increase the combined growth indicator for math and reading to 68 as measured by the 2026 state required academic assessments | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Marie Roberts-Caney Elementary will increase the combined growth indicator for math and reading to 38 as measured by the 2022 state required academic assessments. | Develop a systematic approach to design and deliver core instruction to ensure at least 80% of students are successful in both reading and math instruction. | Practice School leadership team will research and select high yield instructional strategies to support gap closer initiatives . (One per grading cycle to be modeled and shared with teachers in monthly PLC’s, with the expectation that teachers will embed high yield instructional strategies into reading and math core instruction. | Formative and summative assessments will be analyzed weekly in PLC’s , coaching sessions and leadership team meetings. | | |

30-60-90 Day Plan

Continuous Improvement

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| Horizon Goal: |
| 180 Day Goal: |

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| In the first 30 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 30 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| In the first 60 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 60 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| In the first 90 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 90 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| In the first 120 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 120 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| In the first 150 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 150 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| In the first 180 days, we will know we are successful when: | | | |
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| The measures/evidence we will use are: | | | |
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| First 180 days action strategies: | Who is on point? | By When? | How Communicated? |
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| If we are not successful, we will: | | | |
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| Projected Next Steps: |
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