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 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 1: Increase the indicator score on KSA in **math** and **reading** as follows: (3rd-5th) from 79 in 2022 to 85 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the indicator score on KSA in **math** from 80 in 2022 to 84 by June 2023.	KCWP 1/2: Continue to use evidence based instructional strategies in **Tier I** (i.e. Eureka^2 framework to identify learning targets, manipulatives, discourse) in order to ensure that our students are making meaning of math content in core instruction.	KCWP 1/2: -Collaboration between grade level PLCs, instructional coach, and intervention coach when planning differentiated instruction. -Ongoing professional development in the area of best practice (differentiation, student discourse, questioning, written reflection) to aid in tier one instruction. -Teams will continue to plan for implementation of Eureka^2 in instruction regularly.	1.Documentation of evidence-based practices embedded into lesson plans 2.Classroom Walkthrough/Teacher Feedback data to ensure that best practice instruction is being implemented	PLC Meeting Agendas MAP Projection Formative Assessments Lesson Plans PD agendas PD reflections Instructional Rounds notes Administrative Team members will review classroom instruction (instructional rounds) on a rotating basis at least 3 times a year.	No Funding Needed
	KCWP 5: Continue to enact our **Tier III** intervention system in order to ensure that targeted groups of struggling students are receiving the foundational skills they need.	KCWP 3/4: Continue to collect, analyze and reflect on tiered math intervention data.		The Instructional Leadership Team (MTSS Team) will review data monthly.	No Funding Needed
Objective 2 Increase the indicator score on KSA in **reading** from 78 to 82 by June 2023.	KCWP 1/2: Continue to use evidence based instructional strategies in **Tier I** (i.e.state standards to identify learning targets, guided reading groups, discourse) in order	KCWP 1/2: -Collaboration between grade level PLCs, instructional coach, and intervention coach when planning differentiated instruction. -Ongoing professional development in the area of best practice (differentiation, student discourse, questioning, written reflection) to aid in tier one instruction.	1.Documentation of evidence-based practices embedded into lesson plans 2.Classroom Walkthrough/Teacher Feedback data to ensure that best	PLC Meeting Agendas MAP Projection DRA Benchmarks Formative Assessments Lesson Plans PD agendas PD reflections Instructional Rounds notes	No Funding Needed

to ensure that our students are making meaning of reading content in core instruction.	-Teams will continue to unpack the Units of Study.	practice instruction is being implemented	Administrative Team members will review classroom instruction (instructional rounds) on a rotating basis at least 3 times a year.	
KCWP 5: Continue to enact our **Tier III** intervention system in order to ensure that targeted groups of struggling students are receiving the foundational skills they need.	KCWP 3/4: Continue to collect, analyze and reflect on tiered reading intervention data with the intervention team.		MAP Projection DRA Benchmarks Formative Assessments Intervention Progress Monitoring Data MTSS Agendas Lesson Plans The Instructional Leadership Team (MTSS Team) will review data monthly.	No Funding Needed

2: Separate Academic Indicator

Goal 2: Increase the indicator score on KSA in **science, social studies and writing** as follows: (3rd-5th) from 73.9 in 2022 to 80 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the indicator score on KSA in science as follows: From 42% in 2022 to 49% by 2023.	KCWP 1/2: Continue to use evidenced-based instructional strategies (i.e. inquiry, scientific process, discourse) in order to ensure that our students are making meaning of science content.	KCWP 1/2: Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	Documentation of evidence-based practices embedded into lesson plans	PLC Meeting Agendas Formative Assessments Lesson Plans The Instructional Leadership Team (MTSS Team) will review science data as available.	No Funding Needed
	KCWP 1/2: Implement the science curriculum framework for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	KCWP 1/2: PLCs will continue to unpack science standards and create transferable assessments for students in the area of science.	Documentation of assessments. Increase in proficiency in regular assessment data analysis.	PLC Meeting Agendas Formative Assessments Lesson Plans MAP Science scores The Instructional Leadership Team (MTSS Team) will review science data as available.	No Funding Needed
Objective 2: Increase the indicator score on KSA in social studies from 52% to 55% by 2023.	KCWP 1/2: Continue to use evidence based instructional strategies (i.e. text immersion, research, discourse) in order to ensure that our students are making meaning of social studies content. Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	KCWP 1/2: Continue to use evidence based instructional strategies (i.e. text immersion, research, discourse) in order to ensure that our students are making meaning of social studies content. Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	KSA Proficiency	Formative Assessments PLC Agendas Lesson Plans The Instructional Leadership Team (MTSS Team) will review social studies data as available.	No Funding Needed
Objective 3: Increase the indicator score on KSA in on-demand writing from 55 to 58% by 2023.	KCWP 3: Continue to use evidence based instructional strategies (such as modeling, opportunity to write,	KCWP 3: PLCs will continue to unpack the writing standards post cold writes and student goal setting for each unit of study.	Cold Writes Live Scoring KSA Proficiency	Cold Writes Formative Assessments PLC Agendas	No Funding Needed

| | | | | The Instructional Leadership Team (MTSS Team) will review writing data as available. | |
| discourse and scaffolding) in order to ensure that our students are progressing as writers. | | | | | |

3: Achievement Gap

Harmony Elementary will close the achievement gap of students with disabilities performing P/D in reading from 32% in 2022 to 50% by 2025 and in math from 36% in 2022 to 52% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of students scoring Proficient or above in **reading** for students with **disabilities** from 32 % in 2022 to 42% in 2023 as measured by the KSA.	KCWP 1/2: Ensure Tier 1 curriculum is accessible to all students via the co-teaching model, and instruction and assessments meet the intent and rigor of the standards.	KCWP 1/2: ECS teachers will work in an LBD cohort regularly to build content knowledge and teaching capacity.	Regular effective co-teaching as is evidenced by the co-teaching "look for" document.	Digital Data Wall PLC Meeting Agendas ECE PLC Meeting Agendas MAP Projection Formative Assessments Instructional Rounds Notes Administrative Team members will review classroom instruction (instructional rounds) on a rotating basis at least 3 times a year. The Instructional Leadership Team (MTSS Team) will review data monthly.	No Funding Needed
		KCWP 1/2: Utilize the "look for" document for co-teaching to determine the effectiveness of our current practice.	Continual growth in the "look for" document by all co-teachers.		Title 2 Funds
		KCWP 4: Monthly LBD Core Team Meetings to review students of high need and problem-solve next steps.	Regular effective co-teaching as is evidenced by the co-teaching "look for" document.		No Funding Needed
	KCWP 5: Ensure that resource instruction is evidence based and differentiated based on the students' needs.	KCWP 1/2: Professional development opportunities for ECS teachers in literacy and social-vocational skills.	ECS teachers receive specific training on topics such as instructional best practice, reading, and social-vocational instructional strategies.		No Funding Needed
	Strategy-KCWP 4: Review, Analyze and Apply Data	Create SchoolRunner reports to monitor gap groups as evidenced by formative and summative	SchoolRunner reports	Digital Data Wall PLC Meeting Agendas ECE PLC Meeting Agendas MAP Projection	No Funding Needed

		assessments to determine the impact of Tier I, II and III instructional practices to make informed decisions about teaching and learning.	Increased achievement on MAP	Formative Assessments The Instructional Leadership Team (MTSS Team) will review data monthly.	
		LBD Teachers participate in Data Days regularly to analyze student data and problem-solve as needed.	Data Analysis Protocol		No Funding Needed
Objective 2 To increase the percentage of students scoring Proficient or above in **math** for students with **disabilities** from 36 % in 2022 to 44% in 2023 as measured by the KSA.	KCWP 1/2: Ensure Tier 1 curriculum is accessible to all students via the co-teaching model, and instruction and assessments meet the intent and rigor of the standards.	KCWP 1/2: ECS teachers will work in an LBD cohort regularly to build content knowledge and teaching capacity.	Regular effective co-teaching as is evidenced by the co-teaching "look for" document. Continual growth on the "look for" document by all co-teachers.	PLC Meeting Agendas MAP Projection Formative Assessments Lesson Plans Instructional Rounds Administrative Team members will review classroom instruction (instructional rounds) on a rotating basis at least 3 times a year. The Instructional Leadership Team (MTSS Team) will review data monthly.	No Funding Needed
		KCWP 1/2: Utilize the "look for" document for co-teaching to determine the effectiveness of our current practice.			No Funding Needed
		KCWP 4: Monthly LBD Core Team Meetings to review students of high need and problem-solve next steps.		Digital Data Wall PLC Meeting Agendas ECE PLC Meeting Agendas MAP Projection Formative Assessments PD Agendas PD Reflections	No Funding Needed
	KCWP 5: Ensure that resource instruction is evidence based and differentiated based on the students' needs.	KCWP 1/2: Professional development opportunities for ECS teachers in math and social-vocational skills.			No Funding Needed

| | Strategy-KCWP 4: Review, Analyze and Apply Data | Create SchoolRunner reports to monitor gap groups as evidenced by formative and summative assessments to determine the impact of Tier I, II and III instructional practices to make informed decisions about teaching and learning. | SchoolRunner Reports

Formative & Summative Assessments | Digital Data Wall PLC Meeting Agendas Intervention Meeting Agendas MAP Projection Formative Assessments

The Instructional Leadership Team (MTSS Team) will review data monthly. | No Funding Needed |
| | | LBD Teachers participate in Data Days regularly to analyze student data and problem-solve as needed. | Improved and refined teaching strategies based on student needs. Continual growth for students towards their determined goals. | | No Funding Needed |

4: ELL

NO EL Students					
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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.1 in 2022 to 85 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.1 in 2022 to 80 by 2023.	**KCWP 6: PBIS Routines/Structures:** Through PBIS implementation, students are explicitly taught rules and expectations.	**KCWP 6:** Rules and expectations are posted for each activity, in each classroom and in locations throughout the building.	Evidence of rules and expectations being posted and followed.	Office Referrals Removals/Suspensions Data Teacher Survey Behavior Meeting Agenda & Minutes The admin team will review data during our Monthly Behavior Meetings.	No funding needed.
		KCWP 6: Our students are taught and encouraged to "Be respectful. Be responsible. Be safe."	Reduction of behavioral disciplinaries among students.		No funding needed.
		KCWP 6: School implements PBIS structure to ensure Tier I behavior supports are in place.	Increase in attributes on the PBIS Fidelity Checklist.		No funding needed.
	KCWP 6: Recognition Systems: Implement a regular recognition system where students are recognized weekly in each classroom with PAWSitively Awesome Behavior Certificates.	**KCWP 6:** Student council members are given opportunities for leadership over the course of the year.	Positive feedback from Student Survey results.	Office Referrals Removals/Suspensions Data Student Survey Behavior Meeting Agenda & Minutes The admin team will review data during our Monthly Behavior Meetings.	No funding needed.
		KCWP 6: Students who are modeling exceptional citizenship are recognized through PAWSitively Awesome Behavior certificates, RA Awards, leader of the month, etc.	Increasing number of student recognitions.		No funding needed.
	KCWP 6: Tiered Behavior Interventions: Enact a Tiered Behavior system where interventions are accessible to all students.	**KCWP 6:** Students fluidly move through tiers as intervention/regrouping is needed based on behavior data analysis.	Continual movement of students out of Tier II/III interventions as measured by ongoing collection of behavior assessment data.	Kid Talk Meeting Agendas Intervention Meeting Agendas Leadership Team Agendas MTSS Team Meeting Agendas Behavior Meeting Agenda & Minutes	No funding needed.
		KCWP 6: A tiered system of behavior support is enacted to	Continual movement of students out of Tier		No funding needed.

Goal 5 (State your climate and safety goal.): Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.1 in 2022 to 85 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensure student behavioral interventions are in place.	II/III interventions as measured by ongoing collection of common formative assessment data.	The admin team will review data during our Monthly Behavior Meetings.	
		KCWP 6: Tiered Problem-Solving Team Meetings occur regularly to assess effectiveness of behavior management/intervention.	Continual movement of students out of Tier II/III interventions as measured by ongoing collection of common formative assessment data.	Kid Talk Meeting Agendas Intervention Meeting Agendas Leadership Team Agendas MTSS Team Meeting Agendas Behavior Meeting Agenda & Minutes The admin team will review data during our Monthly Behavior Meetings.	No funding needed.
	KCWP 6: SEL Curriculum/Bully Prevention: School employs Sanford Harmony and Purposefull People (Character Strong) for social emotional learning and character development. This also builds on existing experiences.	**KCWP 6:** School employs Sanford Harmony and Purposefull People (Character Strong) for social emotional learning and character development. This also builds on existing experiences.	Program assessment results will show upward trends.		No funding needed.
	KCWP 6: Counseling Services: The counselors work in tandem to meet the social/emotional needs of students.	**KCWP 6:** The counseling department will enact counseling services in whole group, small group and individual settings based on need.	Data collection from the counseling department on services rendered and outcomes (frequency, goals acquired).		No funding needed.