

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.): Gamaliel Elementary School will increase their proficiency score from 100.8 to 102.3 by 2022 and 103.3 by 2025.							
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
Objective 1 Increase the number of students scoring proficient or distinguished in reading	Remediation/ Intervention/ Acceleration	Literacy Groups in grades K-2	Student achievement level on literacy assessments.	Literacy assessment in fall, winter, and spring	RTA Grant		
		Implementation of Reading Recovery in first grade for the four lowest performing students and use of CIM model in the lowest literacy groups in each grade level.					
		Use of Lexia program in grades K-2 and Reading Plus in grades 3-5. Incentives will be planned to reward students based on their performance on these programs.	Student achievement and performance level on programs			Benchmark assessments completed in the fall, winter, and spring	21 st CCLC Grant
		Students will be pulled daily for response to intervention to work with their teacher on concepts they haven't mastered.	RTI Documentation and action			Weekly RTI documentation turned in by teachers on Google Classroom	None
	Data Analysis	PLC work to analyze data from KPREP, MAP, CMA, and formative assessments to determine RTI groups and individual student needs.	Student achievement on assessments	Various assessment dates throughout the year	None		
Objective 2 Increase the number of students scoring proficient or distinguished in math.	Remediation/ Intervention/ Acceleration	Use of Education Galaxy to practice skills on various standards as they are taught in the classroom or as students' progress at their own pace	Student achievement on math assessments and advancement in the program	Weekly formative and summative assessments	School Operating Account		
	Implementation of Math Block in primary	Students will have a block of time dedicated to math intervention each day that will allow them to work in differentiated groups that will meet their individual needs.	Student assessment results	Various assessment dates throughout the year	None		
	Data Analysis	PLC work to analyze data from KPREP, MAP, CMA, and formative assessments to determine RTI groups and individual student needs.	Student achievement on assessments	Various assessment dates throughout the year	None		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Gamaliel Elementary School will increase their separate academic indicator score from 89.2 to 90.7 by 2022 and 91.7 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or distinguished on the science K-Prep assessment,	Intentional scheduling	All students K-5 will participate in a science lab class at least two times a week	K-Prep Scores	Student assessment results throughout science lab activities	None
	Cross curricular text	We will continue to purchase Science literature to embed science standards into reading instruction	K-Prep Scores	Invoices from purchased materials	Striving Readers
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None
Objective 2 Increase the percentage of students scoring proficient or distinguished on the social studies K-Prep assessment.	Strategic student grouping	5th grade students will be ability grouped for social studies instruction to allow individual student needs to be met.	K-Prep Scores	Student lists and assessment results	None
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None
Objective 3: Increase the percentage of students scoring proficient or distinguished on the on-demand K-Prep assessment.	Strategic student grouping	Students will be ability grouped for writing instruction to ensure that the pace and individual needs of students are being targeted	K-Prep Scores	Student lists and assessment results	None
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Gamaliel Elementary School will increase the percentage of students with an IEP scoring proficient or distinguished on the Reading K-Prep assessment from 78.6% to 80.1% by 2022 and 81.1 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Implementation of Recipe for Reading program with students who qualify for special education services in reading.	SPED teachers continue to complete district professional development to learn best practices with this program	Completion of professional learning opportunities	Professional Development Logs	SPED Department
		Implement the program with fidelity with SPED reading students	Reduction of students scoring below proficient on MAP and K-Prep Assessments	MAP and K-Prep Assessment Results	None
	Remediation and Acceleration program based on student ability levels.	Use of Education Galaxy to provide more practice of skills	Increase of student ability level on program	Weekly performance on programs	School Operating Account
	Progress monitoring Skill Analysis	Progress Monitoring data for 3 rd , 4 th , and 5 th grade students will be analyzed to determine areas of need and progress.	Progress Monitoring Skill Progress	Weekly Progress Monitoring Data	None

4: Growth

Goal 4 (State your growth goal.): Gamaliel Elementary School will increase their growth score from 54.1 to 60 by 2022 and 65 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students meeting expected growth in reading and math on MAP assessment when comparing fall to winter and winter to spring results.	Visual representations of the goal	Student goals for MAP will be communicated and tracked in student data notebooks. When Students complete the MAP assessment, their goal will be communicated with them and place on a goal sheet that they will keep with them during the testing session.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
		School Wide bulletin board that shows overall number of students meeting expected growth in each grade level.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
	PLC Work	Analysis of individual student performance on MAP in Reading and Math	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
		Use of learning continuum and skills assessments provided by MAP for all students for small group interventions and RTI.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
	Intentional and Intensive RTI with students not meeting projected growth	Weekly RTI with students scoring below projected growth goal	Weekly formative and summative assessments	Four question assessments and documentation weekly	Weekly RTI with students scoring below benchmark