

## 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

**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. As identified by 2023-2024 Kentucky Summative Assessment Data, 52% of students scored proficient or distinguished, and 34% of students scored apprentice in reading.
  2. As identified by 2023-2024 Kentucky Summative Assessment Data, 41% of students scored proficient or distinguished, and 25% of students scored novice in social studies.

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. The school district has implemented the MyView Reading program, a highly qualified resource for reading instruction, across all K-5 classrooms. Comprehensive training and support have been provided to ensure its effective use. Additionally, Professional Learning Community (PLC) efforts have been focused on essential standards in both reading and math. Grade-level teams continue to refine the framework for utilizing this resource. Furthermore, all kindergarten, first-grade, and second-grade teachers have received training in the UFLI program, which they integrate daily into classroom instruction to support early literacy development.

2. A dedicated team conducted a thorough review of resources aligned with the Kentucky Academic Standards for Social Studies. Based on their recommendations, "Social Studies Weekly," a print and digital resource designed to meet these standards, has been procured for all fifth-grade classrooms. Plans are underway to expand this resource to grades K-4 in subsequent years to ensure alignment and continuity in social studies instruction.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	76.6 High	-0.5
State Assessment Results in science, social studies and writing	71.5 High	+3.8
English Learner Progress	80.4 High	+0.4
Quality of School Climate and Safety	N/A	N/A
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps the school will take 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.):					
Goal 1: By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:					
Reading: from 52% proficient/distinguished to 60% proficient/distinguished					
Math: from 61% proficient/distinguished to 65% proficient/distinguished					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase KSA reading scores from 52% proficient/distinguished to 60% proficient/distinguished	KCWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.	All classroom and ECE teachers will participate in weekly PLC meetings to analyze student data, examine assessment results, and reflect on formative/summative assessments used in the classroom.	Weekly PLC agenda/minutes to address current instructional needs.	30, 60, 90 Day Plan as created by SCES Leadership	Title 1 Funding
		Spencer County Elementary will continue to create a vertical PLC process.	Meeting with Coalition Team to reflect on current instructional practices and examine potential next steps	Minutes from weekly PLC meetings/agendas	Stipends
		Targeted phonemic awareness time and additional PD on phonics, phonemic awareness, and vocabulary (UFLI Training, Sondag System)	MAP Data, Reading Level	Classroom observations and coaching	SBDM Funds
Objective 2	KCWP 1: Design and Deploy Standards Develop and				

Goal 1 (State your reading and math goal.):					
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Reading: from 52% proficient/distinguished to 60% proficient/distinguished					
Math: from 61% proficient/distinguished to 65% proficient/distinguished					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase KSA math scores from 61% proficient/distinguished to 65% proficient/distinguished.	implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.	All classroom and ECE teachers will participate in weekly PLC meetings to analyze student data, examine assessment results, and reflect on formative/summative assessments used in the classroom.	Weekly PLC agenda/minutes to address current instructional needs.	30, 60, 90 Day Plan as created by SCES Leadership	Title 1 Funding
		Spencer County Elementary will create a vertical PLC process.	Meeting with the Content Specialty Team to reflect on current instructional practices and examine potential next steps	Minutes from weekly PLC meetings/agendas	No Funds Needed
		Implementation/training of Eureka Math	MAP data, formative, and summative assessments	Classroom observations and coaching	SBDM Funds

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Goal 1: By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students scoring proficient/distinguished in science, social studies and writing across the school’s grade spans, as follows:</p> <p>Science: from 51% proficient/distinguished to 60% proficient/distinguished  Writing: from 54% proficient/distinguished to 60% proficient/distinguished  Social Studies: from 41% proficient/distinguished to 60% proficient/distinguished</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Science: from 51% proficient/distinguished to 60% proficient/distinguished</p> <p>Social Studies: from 41% proficient/distinguished to 60% proficient/distinguished</p>	<p>KCWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.</p>	<p>Explore ways to improve science instruction at SCES. (Science Weekley)</p>	<p>Teachers will report ways SCES can improve science instruction based on what they learn at trainings, labs, etc.</p>	<p>Teachers will document in lesson plans ways science is being taught in each grade level.</p>	<p>Stipends</p>
		<p>Explore ways to improve social studies instruction at SCES. (Social Studies Weekley)</p>	<p>Teachers will report ways SCES can improve science instruction based on what they learn at trainings, labs, etc.</p>	<p>Teachers will document in lesson plans ways science is being taught in each grade level.</p>	<p>Stipends</p>
<p>Objective 2</p> <p>Writing: from 54% proficient/distinguished to 60% proficient/distinguished</p>	<p>KCWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive</p>	<p>SCES will continue to use an in-house writing matrix to address vertical writing expectations between grade levels (continued work)</p>	<p>Classroom observations and coaching</p>	<p>30, 60, 90 Day Plan</p>	<p>No Funding Needed</p>
		<p>Quarterly writing benchmarks (on-demands) will be created and given to all students K-5</p>	<p>Data from quarterly benchmarks will highlight areas of growth and next steps</p>	<p>Review of Quarterly Writing Benchmark(s)</p>	<p>No Funding Needed</p>

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Goal 1: By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students scoring proficient/distinguished in science, social studies and writing across the school’s grade spans, as follows:</p> <p>Science: from 51% proficient/distinguished to 60% proficient/distinguished Writing: from 54% proficient/distinguished to 60% proficient/distinguished Social Studies: from 41% proficient/distinguished to 60% proficient/distinguished</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	support in the Kentucky Academic Standards.				
		Specific writing PLC meetings targeted at analyzing writing and using KDE created benchmarks to score student writing	Chart individual and team level growth as the year progresses	Instructional Leaders monitoring the effectiveness of vertical writing documents in the classroom and between grade levels	No Funding Needed



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  By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students scoring proficient/distinguished in the following area:  Math (economically disadvantaged) from 47% proficient/distinguished to 60% proficient/distinguished  *Non Economically Disadvantaged scored 69% proficient/distinguished on the KSA assessment for the 2023-2024 school year	CWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.	Math Intervention will target all tier 3 students using SuccessMaker	Increase in student performance in the area of math	Quarterly review of all students receiving tier 2 and 3 math support (MTSS)	SBDM Funds
		All students in tier 2 and 3 will receive additional math support from programs such as Reflex, Refrax, and Dekta Math		Teachers will analyze student performance data to adjust pacing and lessons in the classroom	SBDM Funds
		All teachers will utilize Eureka Math resources for consistency with vocabulary, instruction, standards, etc.		Teachers will utilize exit slips/tickets from Eureka Math to drive daily instruction	No Funding Needed
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students scoring proficient/distinguished in the following area:  Reading (economically disadvantaged) from 41% proficient/distinguished to 53% proficient/distinguished  *Non Economically Disadvantaged scored 59% proficient/distinguished on the KSA assessment for the 2023-2024 school year		Reading Intervention will target all tier 3 students using SuccessMaker	Increase in student performance in the area of math	Quarterly review of all students receiving tier 2 and 3 reading support (MTSS)	SBDM Funds
	CWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.	All students in tier 2 and 3 will receive additional reading support using the LLI Reading Program		Teachers will analyze student performance data to adjust pacing and lessons in the classroom	No Funding Needed
Objective 3		All teachers will utilize MyView Reading resources for consistency with vocabulary, instruction, standards, etc.		Teachers will utilize exit slips/tickets from MyView Reading to drive daily instruction	Title One

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <p>By May 2025 and evidenced through state summative assessment results, Spencer County Elementary will increase the percentage of students stating they agree/strongly agree that students from the school respect each other’s differences (gender, race, religion etc.) and decrease the number of students who agree/disagree that students being mean or hurtful to others is a problem for this school.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the number of agree/strongly agree responses when asked about students respecting each other’s differences from 88.75% to 100%.</p>	<p>KCWP6: Establishing Learning Culture and Environment</p> <p>Establish an environment to support individual needs and ensure learning is at the optimal level.</p>	Daily social emotional learning lessons (Cub Connect) with all students (Charcater Strong)	Teacher feedback from daily social emotional lessons	30, 60, 90 Day Plan	SBDM Funds
		Feedback from the School-Wide PBIS Team	School wide common expectations and reward systems for students (PBIS Rewards)	System for housing all student MTSS data	SBDM Funds
<p>Objective 2</p> <p>Decrease the number of agree/strongly agree responses when asked about students being mean or hurtful at school from 73% to 75%.</p>		Daily social emotional learning lessons (Cub Connect) with all students (Charcater Strong)	Teacher feedback from daily social emotional lessons	30, 60, 90 Day Plan	SBDM Funds
		Feedback from the School-Wide PBIS Team	School wide common expectations and reward systems for students	System for housing all student MTSS data	SBDM Funds







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