

# 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: All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math index on KPREP from 73.4 to 77.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient in reading on KPREP from 57.6% to 63%	Design and Deploy Standards	Teachers in K-5 fully implement Journeys ELA program with fidelity and utilizing Think Central from materials, assignments and assessments	MAP, DIBELS, KPREP		Textbook Funds
		Curriculum Maps will be reviewed and revised to address gaps in content and pacing guide for instruction	Observations		SBDM Instructional Funds
	Design and Deliver Instruction	Daily 5 ELA structure will be utilized for primary classrooms for structure to increase guided reading time and differentiation	Observations		SBDM Instructional Funds
		Learning targets are posted and referred to before and during lessons, with formative assessments tied to the learning target	Observations		SBDM Instructional Funds
		All students in grades 3-6 will be assigned to tiered instructional groups in reading and math based on assessment data, where they will receive 30 minutes in additional instruction 4X a week utilizing Lexia	MAP, KRPEP, Progress Monitoring		SBDM Instructional Funds and Title I Funds
	Review, Analyze and Apply Data	Students will be formatively assessed based on learning target and deconstructed standards	Observations		SBDM Instructional Funds
		Every student is benchmark tested three times a year using Measures of Academic Progress (MAP) testing in both reading and math. All primary students will be benchmarked three times a year	MAP, DIBELS, KPREP data		SBDM Instructional Funds

Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math index on KPREP from 73.4 to 77.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
	Design, Align, and Deliver Supports	Collaborative vertical department meetings to align curriculum and reduce content gaps and review standards of adjacent grade levels	Curriculum Maps, MAP, DIBELS, KPREP		SBDM Instructional Funds
Objective 2: Increase the percentage of students scoring proficient in math on KPREP from 46.8% to 53%	Design and Deploy Standards	Teachers in K-5 fully implement GO Math mathematics program with fidelity, utilizing Think Central for materials, assignments and assessments	MAP, KPREP		Textbook Funds
		6 <sup>th</sup> grade math teacher will fully implement Carnegie math program with fidelity, utilizing Mathia X for extension, remediation, and enrichment	MAP, KRPEP		Textbook Funds
		Curriculum Maps will be reviewed and revised to address gaps in content and pacing guide for instruction	Observations		SBDM Instructional Funds
	Design and Deliver Instruction	Learning targets are posted and referred to before and during lessons, with formative assessments tied to the learning target	Observations		SBDM Instructional Funds
		All students in grades 4-6 will be assigned to tiered instructional groups in reading and math based on assessment data, where they will receive 30 minutes in additional instruction 4 times utilizing Do the Math, Dreambox, and accelerated curriculum	MAP, KPREP, and Progress Monitoring		SBDM Instructional Funds and Title I Funds

Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math index on KPREP from 73.4 to 77.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze and Apply Data	Students will be formatively assessed based on learning target and deconstructed standards	Observations		SBDM Instructional Funds
		Every student is benchmark tested three times a year using Measures for Academic Progress (MAP) testing in both reading and math.	MAP, DIBELS, KRPEP		SBDM Instructional Funds
	Design, Align, and Deliver Supports	Collaborative vertical department meetings to align curriculum and reduce content gaps and review standards of adjacent grade levels	Curriculum Maps, MAP, DIBELS, KPREP		SBDM Instructional Funds

## 2: Separate Academic Indicator

Goal 2: All students will increase proficiency in Science, Social Studies, and On-Demand Writing to combined index on KPREP from 61 to 66.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage of students scoring proficient/distinguished on KPREP On-Demand from 47% to 55%	Design and Deploy Standards	Fully implement writing curriculum of the 6 traits of writing through the Journey ELA curriculum	Observation and KPREP		Textbook Funding
		School-wide writing continuum implemented at each grade level with assigned writing pieces of different modes	Observation and KPREP		SBDM Instructional Funds
	Design and Deliver Instruction	All grade levels will have an intentional 30-45 minutes writing block daily to address language mechanics, on-demand prompts, and extended responses through Writing Traits and Journeys	Structure and KPREP		SBDM Instructional Funds
		Model student responses and anchor pieces for goal setting	Structure and Observations		SBDM Instructional Funds
Objective 2: Increase percentage of students scoring proficient/distinguished on KPREP Science from 23% to 40%	Design and Deploy Standards	Deconstruct Next Generation Science Standards in each grade level to address curricular needs	MAP, Through Course Tasks, KPREP		SBDM Instructional Funds and Professional Development Funds
		Implement Through Course Tasks (TCT's) twice a year in each grade level to develop application skills of NGSS	Structure, TCT results		SBDM Instructional Funds
	Design and Deliver Instruction	Implement written and experimental assessments to assess content knowledge and application	Experimental and written results		SBDM Instructional Funds
		Implement Mystery Science in each grade level to have hands-on science activities that address the standards	MAP, KPREP		SBDM Instructional Funds

Goal 2: All students will increase proficiency in Science, Social Studies, and On-Demand Writing to combined index on KPREP from 61 to 66.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase percentage of students scoring proficient/distinguished on KPREP Social Studies from 43% to 55%	Design and Deliver Instruction	Implement written and demonstration assessments to assess content knowledge and applications	KPREP and Benchmark Assessments		SBDM Instructional Funds

### 3: Achievement Gap

Goal 3: Mary A. Goetz Elementary will increase proficiency of the number of students identified as gap groups.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency of gap groups in reading, math, and separate academic indicators.	Design and Deliver Instruction	All students in grades 3-6 are assigned tiered instructional groups in math based on assessment data, where they will receive 30 minutes in additional instruction 4 times a week utilizing Do the Math, Dreambox, and advanced math curriculum	MAP, KPREP		SBDM Instructional Funds and Title I Funds
		All students in grades 3-6 are assigned tiered instructional groups in reading based on assessment data, where they will receive 30 minutes in additional instruction 4 times a week utilizing Lexia and small group reading (SPIRE, Orton-Gillingham, Rewards, etc.)	MAP, DIBELS, KPREP		SBDM Instructional Funds and Title I Funds
	Evidence-Based Interventions	Identified students in grades K-3 will receive tier 2 and tier 3 interventions daily in math through the Math Achievement Fund grant utilizing Math Recovery	MAP and Math Recovery data		Math Achievement Fund Grant
		Implement Lexia Reading to all students in grades K-6. Students are assessed and monitored through the program. Minutes per week will be adjusted to ensure that students are on pace to be at grade level by the end of the school year.	KPREP, MAP, DIBELS, and progress monitoring data		SBDM Instructional Fund and Title I Funds.
		Through the Math Achievement Fund Grant, 2 teachers will receive math instruction training (10 days) each year through Kentucky Center	MAP, and KPREP		Math Achievement Fund Grant

Goal 3: Mary A. Goetz Elementary will increase proficiency of the number of students identified as gap groups.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of Mathematics. Trained teachers will co-teach with the Math Intervention Teacher			
	Design, Align, and Deliver Support	Advisory Team Meeting (ATMs) will meet every 6-8 weeks to review benchmark data and progress monitoring data to determine changes to student's intervention plan	Progress Monitoring data		SBDM Instructional Funds
		Provide additional time of 30 minutes each morning before school for all students with disabilities to receive their Lexia instruction before the school day begins. This allows for their resource time in the IEPs to be delivered with direct instruction by their special needs teacher during the school day	IEP monitoring data, KPREP, MAP, and DIBELS		SBDM Instructional Funds
		Review, Analyze, and Apply Data	All students below the 25 <sup>th</sup> percentile on MAP will receive tiered instruction and progress monitoring	MAP, DIBELS, and Progress Monitoring	
Objective 2: Reduce Barriers to Learning for At-Risk Students	Establish Learning Culture and Climate	Utilize mental health counselor and guidance counselor to address behavior and social needs of identified students	Behavior Referrals		District Funds
		Implement social skill and character value program in 6 <sup>th</sup> grade, Anti-Virus, to address personal and social barriers to learning	Behavior Referrals		Grant Funds
		Incentive programs to reward students for attendance	Attendance Reports		SBDM Instructional Funds



Goal 3: Mary A. Goetz Elementary will increase proficiency of the number of students identified as gap groups.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Continue the Me and My School Program for 20 days in the summer before Kindergarten year for identified at-risk students to receive foundational reading instruction	Brigance Screener and DIBELS		Me and My School Grant Funds
		Provide all-day Kindergarten to all students to provide additional reading and math instruction to close achievement gaps	MAP and DIBELS		Staffing Allocation
		Design, Align, and Deliver Support	Provide all-day preschool option for families to extend the preschool program an additional 5 hours on Monday to Thursday, and all day on Fridays. This will provide additional education opportunities and instruction.	DIAL assessment, Brigance Screener, and DIBELS	

#### 4: Growth

Goal 4: All students at Mary A. Goetz Elementary School will continue to grow at, or exceed the growth as statewide peers in the areas of reading and math. This will lead to increased proficiency in both reading and math on KPREP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students meeting or exceeding their growth target in reading	Design and Deploy Standards Design and Deliver Instruction	All students in grades 3-6 are assigned tiered instructional groups in reading based on assessment data, where they will receive 30 minutes in additional instruction 4 times a week utilizing Lexia and small group reading (SPIRE, Orton-Gillingham, Rewards, etc.)	MAP and KPREP		SBDM Instructional Funds and Title I Funds
		Teachers in K-5 fully implement Journeys ELA program with fidelity and utilizing Think Central for materials, assignments and assessments	MAP, DIBELS, and KPREP		Textbook Funds
	Review, Analyze and Apply Data	All students below the 25 <sup>th</sup> percentile on MAP will receive tiered instruction and progress monitored weekly	MAP and KPREP		SBDM Instructional Funds
Objective 2: Increase the number of students meeting or exceeding their growth target in math	Design and Deploy Standard	All students in grades 3-6 are assigned tiered instructional groups in math based on assessment data, where they will receive 30 minutes in additional instruction 4 times a week utilizing Do the Math, Dreambox, and advanced math curriculum	MAP and KPREP		SBDM Instructional Funds and Title I Funds
		Teachers in K-5 fully implement Go Math mathematics program with fidelity, utilizing Think Central for materials, assignments and assessments	MAP and KPREP		Textbook Funds

Goal 4: All students at Mary A. Goetz Elementary School will continue to grow at, or exceed the growth as statewide peers in the areas of reading and math. This will lead to increased proficiency in both reading and math on KPREP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze and Apply Data	All students below the 25 <sup>th</sup> percentile on MAP will receive tiered instruction and progress monitored weekly	MAP, DIBELS, KPREP, and Progress Monitoring		SBDM Instructional Funds and Title I Funds

## 5: Transition Readiness

Goal 5: All students will be at grade level at the end of each transitional grade level of 3 <sup>rd</sup> and 5 <sup>th</sup> grade as measured by the School Report Card					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students will be identified as Kindergarten Ready based on Brigance Screener; and on grade level in all academic areas at the end of 3 <sup>rd</sup> grade and at the end of 5 <sup>th</sup> grade based on KPREP	Design and Deploy Standards	Incoming Kindergarten students will be screened using Brigance Screener to determine readiness and instructional plan for Kindergarten	Brigance Screener, DIBELS, and MAP		SBDM Instructional Funds
	Design and Deliver Instruction	Universal Preschool for all 4-year old students in district, regardless of qualifying as at-risk	Brigance Screener, DIBELS, and MAP		District Funds
	Design, Align, and Deliver Support	District financed all-day Kindergarten for all students at no additional cost to parents/guardians	Brigance Screener, DIBELS, and MAP		District Funds
	Review, Analyze and Apply Data	All primary students are benchmarked 3 times a year in reading and math using MAP. All primary students are benchmarked 3 times a year in reading using DIBELS	MAP, DIBELS, KPREP		SBDM Instructional Funds and Title I Funds
	Design, Align and Deliver Support	Tiered interventions for students performing below the 25 <sup>th</sup> percentile in reading, math, and writing. Students with discipline concerns will also receive tiered behavior interventions.	MAP, DIBELS, KPREP		SBDM Instructional Funds and Title I Funds
	Design and Deploy Standards	All students in grades 3-6 are assigned to tiered instructional groups in reading and math based on assessment data, where they will receive 30 minutes in additional instruction 4 times a week in math utilizing Do the Math, Dreambox, and advanced math curriculum; along with 30 minutes in additional	MAP, DIBELS, KPREP		SBDM Instructional Funds and Title I Funds

Goal 5: All students will be at grade level at the end of each transitional grade level of 3 <sup>rd</sup> and 5 <sup>th</sup> grade as measured by the School Report Card					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction 4X a week in reading utilizing Lexia, SPIRE, Orton-Gillingham, Rewards, and advanced ELA curriculum			