

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 School wide 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 School wide 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

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): By 2025, 70% of students at Jesse Stuart Elementary School will be proficient or distinguished in reading and mathematics as measured by Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
<p>Objective 1 By 2023, 53% of students will score proficient or distinguished in Reading as measured by Kentucky Summative Assessments.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will work with students using small groups and differentiated instruction to ensure students master each standard.</p>	<p>Lesson Plans Observations and walkthrough data PLC minutes MAP results</p>	
		<p>Teachers and administrators will meet together in PLCs to analyze student work, evaluate the effectiveness of instruction, alignment to standards and an action plan for improvement.</p>	<p>PLC minutes Lesson Plans MAP scores Students' grades</p>	
		<p>One on one technology for students to support individualized learning, access to more resources, and a platform to support diverse learners.</p>	<p>Use of technology in lesson plans Observations Reports from students working online</p>	
		<p>All new teachers will participate in the Hopkins County New Teacher mentor program to assist them in developing their skills.</p>	<p>Mentor Logs Meeting Sign in Sheets Agendas</p>	
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The school will assess students at least three times a year using MAP to screen students for possible eligibility for intervention services. Data will be reviewed at least three times a year to monitor student growth and effectiveness of interventions. In addition, interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi weekly to chart progress toward goals. Additional support will be provided if progress toward the student's goals is not indicated by test results or progress monitoring.</p>	<p>Student Support team minutes KSI plan Special Education Meeting and IEPs MAP 3 times a year to monitor student progress IEP progress monitoring KSI progress monitoring ESGI data English Learner Plans PLC minutes</p>	

Goal 1 (State your proficiency goal.): By 2025, 70% of students at Jesse Stuart Elementary School will be proficient or distinguished in reading and mathematics as measured by Kentucky Summative Assessments.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 By 2023, 53% of students will score proficient or distinguished in Reading as measured by Kentucky Summative Assessments.	KCWP 5: Design, Align and Deliver Support	Parents will receive an initial report that their child is receiving KSI (intervention) services and with each report card, they will receive a notice that describes how their child is progressing toward their KSI goals. They will be encouraged to provide feedback about their child's strengths and areas of concern. They will also be given the contacts for the curriculum specialist if they have any questions. Furthermore, classroom teachers will make at least one phone contact or person to person contact each trimester with parents of students receiving Tier 3 services. These contacts will be documented and added to the student's KSI records. The Family Resource Coordinator will contact parents whose children are truant to re-establish a stable pattern of attendance and offer any assistance that may be needed.	KSI notices and progress reports Contact Log Family Resource contact log	
		Using information from testing data and classroom performance, students will be offered Extended School Services to meet grade level expectation.	ESS data' MAP data ESGI data	
Objective 2 By 2023, 51% of students will score proficient or distinguished in Math as measured by Kentucky Summative Assessments.	KCWP 2: Design and Deliver Instruction	Teachers will work with students using small groups and differentiated instruction to ensure students master each standard.	Lesson Plans Observations and walkthrough data PLC minutes MAP results	
		Teachers and administrators will meet together in PLCs to analyze student work, evaluate the effectiveness of instruction, alignment to standards and an action plan for improvement.	PLC minutes Lesson Plans MAP scores Students' grades	

Goal 1 (State your proficiency goal.): By 2025, 70% of students at Jesse Stuart Elementary School will be proficient or distinguished in reading and mathematics as measured by Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
<p>Objective 2 By 2023, 53% of students will score proficient or distinguished in Math as measured by Kentucky Summative Assessments.</p>		<p>One on one technology for students to support individualized learning, access to more resources, and a platform to support diverse learners.</p>	<p>Use of technology in lesson plans Observations Reports from students working online</p>	
		<p>All new teachers will participate in the Hopkins County New Teacher mentor program to assist them in developing their skills.</p>	<p>Mentor Logs Meeting Sign in Sheets Agendas</p>	
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The school will assess students at least three times a year using MAP to screen students for possible eligibility for intervention services. Data will be reviewed at least three times a year to monitor student growth and effectiveness of interventions. In addition, interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi weekly to chart progress toward goals. Additional support will be provided if progress toward the student's goals is not indicated by test results or progress monitoring.</p>	<p>Student Support team minutes KSI plan Special Education Meeting and IEPs MAP 3 times a year to monitor student progress IEP progress monitoring KSI progress monitoring ESGI data English Learner Plans PLC minutes</p>	
		<p>Parents will receive an initial report that their child is receiving KSI (intervention) services and with each report card, they will receive a notice that describes how their child is progressing toward their KSI goals. They will be encouraged to provide feedback about their child's strengths and areas of concern. They will also be given the contacts for the curriculum specialist if they have any questions. Furthermore, classroom teachers will make at least one phone contact or person to person contact</p>	<p>KSI notices and progress reports Contact Log Family Resource contact log</p>	

Goal 1 (State your proficiency goal.): By 2025, 70% of students at Jesse Stuart Elementary School will be proficient or distinguished in reading and mathematics as measured by State Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
	KCWP 5: Design, Align and Deliver Support	each trimester with parents of students receiving Tier 3 services. These contacts will be documented and added to the student's KSI records. The Family Resource Coordinator will contact parents whose children are truant to re-establish a stable pattern of attendance and offer any assistance that may be needed.		
		Using information from testing data and classroom performance, students will be offered Extended School Services to meet grade level expectation.	ESS data' MAP data ESGI data	

2: State Assessment Results in science, social studies and writing

Goal 2: By 2025, 60% of Jesse Stuart Elementary School students will be proficient or distinguished in Science, Social Studies, and Writing as determined by state testing.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 By 2023, 45% of students will score proficient or distinguished in Science as measured by Kentucky Summative Assessments.	KCWP 2: Design and Deliver Instruction	One to one technology for students to support individualized learning, access to more resources, and a platform to support diverse learners.	Use of technology in lesson plans Observations Reports from students working online	
		A daily 55-minute block devoted to Science instruction.	Lesson plans Observations School Schedule	
		Incorporate project based learning activities to give students the opportunity to develop knowledge and skills through projects that are real world challenges.	Lesson plans Student projects Observations Student achievement	

Goal 2: By 2025, 60% of Jesse Stuart Elementary School students will be proficient or distinguished in Science, Social Studies, and Writing as determined by state testing.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 2 By 2023, 45% of students will score proficient or distinguished in Social Studies as measured by Kentucky Summative Assessments.	KCWP 2: Design and Deliver Instruction	One to one technology for students to support individualized learning, access to more resources, and a platform to support diverse learners.	Use of technology in lesson plans Observations Reports from students working online	
		A daily 55-minute block devoted to Science instruction.	Lesson plans Observations School Schedule	
		Incorporate project based learning activities to give students the opportunity to develop knowledge and skills through projects that are real world challenges.	Lesson plans Student projects Observations Student achievement	
Objective 3 By 2023, 56% of students will score proficient or distinguished in Combined Writing as measured by Kentucky Summative Assessments.	KCWP 2: Design and Deliver Instruction	One to one technology for students to support individualized learning, access to more resources, and a platform to support diverse learners.	Use of technology in lesson plans Observations Reports from students working online	
		Teachers will provide scaffolded instruction through modeled, shared, interactive and guided lessons to develop independent writing.	Lesson Plans Student Writings Observations Student Achievement	

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 Monitor
<p>Objective 1 By 2023, 48% of economically disadvantaged students will score proficient or distinguished in Reading as measured by Kentucky Summative Assessments.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Formative assessments will be administered regularly to assess student understanding. Assessment results will be utilized to guide instruction so that students can increase mastery of topics covered through formative assessment strategies. This will be implemented through re-teaching. Teachers will implement needs based groups throughout their instruction to target skill deficits.</p>	<p>MAP results Lesson Plans Walkthroughs Formative assessments student groupings</p>	
	<p>The school will assess students at least three times a year using MAP to screen students for possible eligibility for intervention services. Data will be reviewed at least three times a year to monitor student growth and effectiveness of interventions. In addition, interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if progress toward the student's goals is not indicated by test results or progress monitoring.</p>	<p>MAP results KSI Plans Progress monitoring SST minutes Student MAP goal</p>		
	<p>Using information from testing data and classroom performance, offer Extended School Services to students that are struggling to meet grade level expectations.</p>	<p>ESS data MAP data ESGI data</p>		
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Achieve and maintain positive and meaningful communication with parents to keep them aware of their child's progress and to promote a parent/teacher team to increase student progress. The Family Resource Coordinator will contact parents whose children are truant to re-establish a</p>	<p>MAP results KSI Plans Progress monitoring SST minutes Student MAP goal</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		stable pattern of attendance and offer any assistance that may be needed. All contacts will be documented in IC.		
<p>Objective 2 By 2023, 44% of African American and 2 or more race students will score proficient or distinguished in Math as measured by Kentucky Summative Assessments.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Formative assessments will be administered regularly to assess student understanding. Assessment results will be utilized to guide instruction so that students can increase mastery of topics covered through formative assessment strategies. This will be implemented through re-teaching. Teachers will implement station teaching throughout their instruction to target skill deficits.</p>	<p>MAP results Lesson Plans Walkthroughs Formative assessments student groupings</p>	
	<p>The school will assess students at least three times a year using MAP to screen students for possible eligibility for intervention services. Data will be reviewed at least three times a year to monitor student growth and effectiveness of interventions. In addition, interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if progress toward the student's goals is not indicated by test results or progress monitoring.</p>	<p>MAP results KSI Plans Progress monitoring SST minutes Student MAP goal</p>		
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Achieve and maintain positive and meaningful communication with parents to keep them aware of their child's progress and to promote a parent/teacher team to increase student progress. The Family Resource Coordinator will contact parents whose children are truant to re-establish a stable pattern of attendance and offer any assistance that may be needed. All contacts will be documented in IC.</p>	<p>MAP results KSI Plans Progress monitoring SST minutes Student MAP goal</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitor
		Using information from testing data and classroom performance, offer Extended School Services to students that are struggling to meet grade level expectations.	ESS data MAP data ESGI data	
<p>Objective 3 By 2023, 33% of students with and IEP will score proficient or distinguished in Math as measured by Kentucky Summative Assessments.</p> <p>Objective 3 By 2023, 33% of students with and IEP will score proficient or distinguished in Math as measured by Kentucky Summative Assessments.</p>	KCWP 5: Design, Align and Deliver Support	Formative assessments will be administered regularly to assess student understanding. Assessment results will be utilized to guide instruction so that students can increase mastery of topics covered through formative assessment strategies. This will be implemented through re-teaching. Teachers will implement station teaching throughout their instruction to target skill deficits.	<p>Lesson plans Parent meetings Building coach meeting with Special Education teachers IEPs and progress reports MAP data</p> <p>Lesson plans Parent meetings Building coach meeting with Special Education teachers IEPs and progress reports MAP data</p>	
		Parents will be invited to all IEP meetings, progress reports toward their goals will be communicated with report cards and parents will be asked to attend meetings for reevaluation or any changes to the IEP.		
		Utilize the Building Coach to collaborate with teachers to create goals for students with IEPs		
		Use data from MAP, class assessments and teacher observation to make instructional decisions for students.		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, 70% of English Learner students at Jesse Stuart Elementary School will increase reading and math percentiles by at least 10%.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 English Learners will increase their average Reading MAP score from 21 st to 31 st percentile by the Spring 2023 MAP assessment.	KCWP 5: Design, Align and Deliver Support	EL staff support will meet with EL students on a regular basis.	Documentation of the staff support in the school Student progress on classroom assessments MAP data WIDA/Access data	
		Students will have technology to help them interpret and communicate.	Use of iPads	
		Language immersion in a general education classroom. Teacher follow the student's EL plan and offer needed support.	Student progress on classroom assessments. MAP Data WIDA/Access data	
Objective 2 English Learners will increase their average Math MAP score from the 30 th to 40 th percentile by the Spring 2023 MAP assessment.	KCWP 5: Design, Align and Deliver Support	EL staff support will meet with EL students on a regular basis.	Documentation of the staff support in the school Student progress on classroom assessments MAP data WIDA/Access data	
		Students will have technology to help them interpret and communicate.	Use of iPads	
		Language immersion in a general education classroom. Teacher follow the student's EL plan and offer needed support.	Student progress on classroom assessments. MAP Data WIDA/Access data	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, the overall indicator score on the Quality of School Climate and Safety survey will increase by 10 index points from 84.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
<p>Objective 1</p> <p>By 2023, the score for question 25 - Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school will increase from 63.2 index to 70 as measured by the KSA Quality of School Climate and Safety survey.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers will use Go Guardian to monitor and regulate students' online activities at school.</p>	<p>Go Guardian usage report</p>	
		<p>Guidelines for appropriate online behavior will be taught.</p>	<p>Lesson plans</p>	
		<p>Continued use of PBIS and other support systems, such as collaborating with Mountain Comp to address student needs both social and emotional.</p>	<p>Lesson plans School wide rules Mountain Comp. referrals</p>	
		<p>Use of the IC Early warning tool to identify students with possible social or emotional needs.</p>	<p>Tier II and Tier III SST minutes</p>	
<p>Objective 2</p> <p>By 2023, the score for question 23 - Students being mean or hurtful to other students is NOT a problem for this school will increase from 53.3 index to 65 as measured by the KSA Quality of School Climate and Safety survey.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Students will receive multiple opportunities within the school that build a culture of character including: school wide kindness lessons in each classroom provided by the guidance counselor, mentoring from the SRO, Leadership Team, KSI social interventions, Special Education social lessons, and Mountain Comp. counseling.</p>	<p>Kindness lessons plans Leadership team activities PBIS lessons KSI monitoring Special Education monitoring Mountain Comp. referrals</p>	
		<p>Continued outreach to families and the community through Family Nights, Career Fair, Parent/Teacher conferences, collaborating with community partners, the SRO and the Jesse Stuart Family Resource Center</p>	<p>Family night sign in sheets Volunteer sign in sheets FRYSC minutes Documenting community collaboration</p>	
		<p>Continued use of PBIS and other support systems, such as collaborating</p>	<p>Lesson plans School wide rules</p>	

Goal 5 (State your climate and safety goal.): By 2025, the overall indicator score on the Quality of School Climate and Safety survey will increase by 10 index points from 84.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
By 2023, the score for question 23 - Students being mean or hurtful to other students is NOT a problem for this school will increase from 53.3 index to 65 as measured by the KSA Quality of School Climate and Safety survey.	KCWP 6: Establishing Learning Culture and Environment	with Mountain Comp to address student needs both social and emotional.	Mountain Comp. referrals	
		A school wide Kindness campaign will award students a kindness card for showing kindness to fellow students or adults.	Kindness cards Student participation	
		Use of the IC Early warning tool to identify students with possible social or emotional needs.	Tier II and Tier III SST minutes	