

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 – By May, 2023, 74% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics. (note - No change to the 2019-2020 proficiency goal due to COVID as it is incomplete)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, 70% of Cline Elementary 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in reading.	<p>Design and Deliver Instruction</p> <p>Design and Deploy Standards</p> <p>Review, Analyze, and Apply Data</p>	<p>Teachers will collect, compare and analyze formative and summative data and use the data to drive implementation choices for ELA instruction.</p> <p>Students that are scoring below grade-level on KPREP, MAP, and other assessments, will be identified for targeted intervention as part of the RTI process and/or have an IEP. Interventions will be evidence-based and progress-monitoring will occur weekly. Interventions/strategies: Barton, My Sidewalks, SPIRE, Lexia, Reading Recovery, and CIM.</p> <p>All teachers will examine learning targets and success criteria to ensure they are clear to teachers and students.</p> <p>All teachers of ELA will use SF Reading Street to provide a framework to develop and strengthen their foundational reading understanding.</p> <p>Teachers will collect, compare and analyze formative and summative data and use the data to drive</p>	<p>Proficiency scores</p> <p>K-PREP</p> <p>MAP reports – Conditional Growth</p> <p>Aimsweb Benchmarks</p> <p>Constructed Response Analysis</p>	<p>Increase in MAP Conditional Growth Reading Scores</p> <p>Increased K-PREP Reading scores</p> <p>Reading Street Formative and Summative Assessments</p> <p>Barton, My Sidewalks, SPIRE, Lexia, Reading Recovery, and CIM assessment data</p> <p>Flexible RTI Groupings</p> <p>Data Analysis documents</p> <p>Walk-through documentation</p> <p>PLC meetings – Lead teachers report bi-monthly to principal on progress</p>	No funding

Goal 1 – By May, 2023, 74% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics.
 (note - No change to the 2019-2020 proficiency goal due to COVID as it is incomplete)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implementation choices for Reading instruction.			
Objective 2: By May, 2021, 78% of Cline Elementary 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in math.	Design and Deliver Instruction Design and Deploy Standards Review, Analyze, and Apply Data	<p>All teachers will examine learning targets and success criteria to ensure they are clear to teachers and students.</p> <p>Students that are scoring below grade-level on KPREP, MAP, and other assessments, will be identified for targeted intervention as part of the RTI process and/or have an IEP. Interventions will be evidence-based and progress-monitoring will occur weekly. (EDM – Number Worlds, V-Math, Do the Math).</p> <p>All teachers of mathematics will use EDM to provide a framework to develop conceptual mathematics and relevance for our students to strengthen their foundational math understanding.</p> <p>In order to support academic growth in mathematics, math fact fluency will be a focus in all grade levels. Fluency checks will be given and grade-level goal-setting will be in place.</p> <p>Teachers will collect, compare and analyze formative and summative data and use the data to drive implementation choices for Math instruction.</p>	Proficiency scores K-PREP MAP reports – Conditional Growth Pearson Realize assessment data Number Worlds, V-Math, Do the Math assessment data Constructed Response Analysis	Increase in MAP Conditional Growth Math Scores Increased K-PREP Math scores Number Worlds, V-Math, Do the Math assessment data Flexible RTI Groupings Data Analysis documents Walk-through documentation PLC meetings – Lead teachers report bi-monthly to principal on progress	Continued use of RTA Grant funds

Goal 1 – By May, 2023, 74% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics.
(note - No change to the 2019-2020 proficiency goal due to COVID as it is incomplete)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: Separate Academic Indicator

Goal 2 By May 2023, 60% of all students in grades 4 and 5 will be proficient in combined writing, science, and social studies.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2022, 55% of all students in grades 4 and 5 will be proficient in combined writing, science, and social studies.</p>	<p>Design and Deliver Instruction</p> <p>Design and Deploy Standards</p> <p>Review, Analyze, and Apply Data</p> <p>Design and Deploy Standards</p> <p>Design and Deliver Assessment Literacy</p> <p>Design, Align, and Deliver Support</p>	<p>All teachers will maintain a focus on the curriculum pacing guide through collaborative teaching and learning opportunities.</p> <p>Interactive and hands-on learning experiences will give students shared events to connect to their classroom learning.</p> <p>Students in all grades will be provided appropriate instruction and practice in writing CR in all content areas. – using ACE and RACE strategies.</p> <p>Teachers will use programs across grade levels including: Mountain Language, Lucy Caulkins, Edgenuity, FastForward, Freckle, Lexia, RACE, ACE, 1.4, 2.6, 3.8, Mystery Science, Scholastic News, Scholastic Science Spin, KAS, Xello.</p>	<p>Constructed Response Analysis</p> <p>K-PREP Scores</p> <p>Language and Science MAP Scores</p> <p>Formative Assessments</p>	<p>Increase in MAP Conditional Growth Science and Language Scores</p> <p>Increased K-PREP Writing, Science and Social Studies scores</p> <p>Data Analysis documents</p> <p>Walk-through documentation</p> <p>PLC meetings</p> <p>IC Support meetings with teachers and administration</p>	<p>None</p>

3: Achievement Gap

Goal 3 : By May, 2023, 50% of students with disabilities will be proficient in combined reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 45% of 3 rd , 4 th , and 5 th grade students with a disability and an IEP will be proficient in reading by May 2021.	<p>Design and Deliver Instruction</p> <p>Design and Deploy Standards</p> <p>Review, Analyze, and Apply Data</p>	<p>Identify the programs used for students with IEP and monitor effectiveness by analyzing formative and summative data (EDM –EdMark, My Sidewalks, Barton, SPIRE, RTA, CIM).</p> <p>CAG (Closing the Achievement Gap) Cadre members will collaborate to model co-teaching strategies to best meet individual students' needs.</p>	<p>Proficiency scores</p> <p>K-PREP</p> <p>MAP Reports</p> <p>Assessment Reports</p>	<p>MAP conditional Growth reports</p> <p>K-PREP Scores</p> <p>Documentation from Walkthroughs – virtual and in-person</p> <p>Support from the Sped. Department for teachers</p> <p>Lesson Plans</p>	None
Objective 2: 40% of 3 rd , 4 th , and 5 th grade students with a disability and an IEP will be proficient in math by May 2021.	<p>Design and Deliver Instruction</p> <p>Design, Align and Deliver Support</p> <p>Establish Learning Culture and Environment</p> <p>Review, Analyze, and Apply Data</p>	<p>Identify the programs used for students with IEP and monitor effectiveness by analyzing formative and summative data (EDM – Number Worlds, , V-Math, Do the Math).</p>	<p>Proficiency scores</p> <p>K-PREP</p> <p>MAP Reports</p> <p>Assessment Reports</p> <p>Documentation from Walkthroughs</p> <p>Lesson Plans</p>		

4: Growth

Goal: By May, 2022, Cline Elementary will increase the Conditional Growth on Fall to Spring MAP for all grades in reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Using MAP Growth Projection reports) ensure students reach at least typical growth (50%) with a push for the stretch goal of 60%.	<p>Review, Analyze, and Apply Data</p> <p>Design, Align and Deliver Support</p>	<p>Identify students that did not meet growth goal.</p> <p>Use Learning Continuum to group students for instruction according to identified need.</p> <p>Provide targeted instruction in RTI block – small group, use of IXL and other resources.</p>	<p>MAP Growth/Proficiency</p> <p>Summative Assessments</p>	<p>MAP data analysis</p> <p>RTI team meetings</p> <p>Lesson Plans</p>	

5: Transition Readiness

Goal 5: By May 2021, all 5 th grade students will prepare/present a Readiness Project to demonstrate they are prepared to transition to the middle school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 5 th grade students will successfully complete the Transition Readiness program	<p>Review and Analyze Data</p> <p>Design, Align, and Deliver Support</p> <p>Design and Deliver Instruction</p>	<p>5th graders will demonstrate self-evaluation, reflection and goal setting to show that they are either a <i>COLLABORATOR</i> or <i>CRITICAL THINKER</i> prepared to transition to the middle school. This will be in the form of a presentation to a panel.</p> <p>Project to include a Cover Letter, Resume, Artifacts, Presentation, Written Reflection, and Evaluation.</p>	Completion of project by identified 5 th grade students during this pilot program.	Completed and scored presentations.	None

6: Other

Goal 6 : Cline will update and improve facilities and instructional technology by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Make facility improvements.	Establish Learning Culture and Environment	Work with CCS district personnel to develop a 5 year plan for improvements and needs. HVAC update Elevator installation Classroom Furniture Playground updates	Receipt / completion of projects		TBD
Objective 2: Improve instructional technology	Design and Deliver Instruction Establish Learning Culture and Environment	Replace Smartboards Upgrade teacher laptops Replace document cameras Replace projectors	Receipt of updated resources		TBD

7: Other (Optional)

Goal 7 : Cline will promote and improve Community Parental Engagement and Involvement by May 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Involve parents and families in school activities.	Establish Learning Culture and Environment	<p>Survey Families</p> <p>Plan Family Engagement events</p> <p>Collaborate with 21 CCLC and FRC to plan/carry out family and community events throughout the year</p>	<p>Sign-in sheets</p> <p>Survey results</p>		
Objective 2: Improve communication	Establish Learning Culture and Environment	Use several modes of communication to keep all stakeholders informed of school events and information	Use of social media outlets		