

## 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 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 1: By May 2023, 70% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2022, 65% of Cline Elementary 3rd, 4th, and 5th grade students will demonstrate proficiency in reading.</p>	<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 KSA, 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.</p> <p>Interventions/strategies: Barton, MyFocus, Voyager, SPIRE, Lexia, Sidewalks, 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>Proficiency scores</p> <p>KSA</p> <p>MAP reports – Conditional Growth</p> <p>Aimsweb Benchmarks and Progress Monitoring data</p> <p>IXL reports</p> <p>Constructed Response Analysis</p> <p>Walkthrough data</p>	<p>Walkthrough observations by building administrators</p> <p>Walkthrough data from IC’s, TLL, and other district leaders</p> <p>Increase in MAP Conditional Growth Reading Scores</p> <p>Increased KSA Reading scores</p> <p>Formative and Summative Assessments</p> <p>Barton, Voyager, SPIRE, Lexia, Reading Recovery, and CIM assessment data</p> <p>Flexible RTI Groupings</p> <p>Data Analysis documents</p> <p>PLC meetings – Lead teachers report bi-monthly to principal on progress</p> <p>IXL reports</p>	<p>Continued use of RTA Grant funds</p> <p>Title I funds</p> <p>General funds</p>

		<p>All teachers of ELA will use SAVASS MyView to provide a framework to develop and strengthen their foundational reading understanding.</p> <p>Utilization of IXL to support instruction for skill building and assessing mastery of skills and standards.</p> <p>Teachers will collect, compare, and analyze formative and summative data and use the data to drive implementation choices for reading instruction.</p> <p>Targeted training in John O'Connor's research for Great Instruction strategies.</p>			
<p>Objective 2</p> <p>By May 2022, 60% of Cline Elementary 3rd, 4th, and 5th grade students will demonstrate proficiency in math.</p>	<p>Design and Deliver Instruction</p> <p>Design and Deploy Standards</p> <p>Review, Analyze, and Apply Data</p>	<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 KSA, MAP, and other assessments, will be identified for targeted intervention as part of the</p>	<p>Proficiency scores</p> <p>KSA</p> <p>MAP reports – Conditional Growth</p> <p>Pearson Realize assessment data</p>	<p>Increase in MAP Conditional Growth Reading Scores</p> <p>Increased KSA Math scores</p> <p>Formative and Summative Assessments</p> <p>Flexible RTI Groupings</p> <p>Data Analysis documents</p>	<p>Title I funds</p> <p>General funds</p>

		<p>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>Utilization of IXL to support instruction for skill building and assessing mastery of skills and standards.</p> <p>Teachers will collect, compare, and analyze formative and summative data and use the data to drive implementation choices for Math instruction.</p>	<p>IXL usage reports and proficiency scores</p> <p>Number Worlds, V-Math, Do the Math assessment data</p> <p>Early Numeracy Benchmark data</p>	<p>PLC meetings – Lead teachers report bi-monthly to principal on progress</p> <p>Walkthrough observations by building administrators</p> <p>Walkthrough data from IC's, TLL, and other district leaders</p> <p>IXL reports</p>	
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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
Objective 1: By May 2022, 55% of all students in grades 4 and 5 will be proficient in combined writing, science, and social studies.	Design and Deliver Instruction	All teachers will maintain a focus on the curriculum pacing guide through collaborative teaching and learning opportunities.	Constructed Response Analysis	Increase in MAP Conditional Growth Science and Language Scores	
	Design and Deploy Standards		KSA Scores	Increased KSA Writing, Science and Social Studies scores	
	Review, Analyze, and Apply Data	Interactive and hands-on learning experiences will give students shared events to connect to their classroom learning.	Language and Science MAP Scores	Data Analysis documents	
	Design and Deliver Assessment Literacy	Students in all grades will be provided appropriate instruction and practice in writing CR in all content areas. – using ACE and RACE strategies.	Formative Assessments	Walk-through documentation	
	Design, Align, and Deliver Support	Teachers will use programs including: Mountain Language, IXL, FastForward, Lexia, RACE, ACE, Mystery Science, Scholastic News, Xello, Profile of a Graduate activities	IXL reports	PLC meetings	
		Implementation of PIMSER strategies into classroom science lessons.	Transition Readiness presentations	IC Support meetings with teachers and administration	

3: Achievement Gap

Goal 3: By May 2023, 50% of students with disabilities will be proficient in combined reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 45% of 3rd, 4th, and 5th grade students with a disability and an IEP will be proficient in reading by May 2022.	Design and Deliver Instruction  Design and Deploy Standards  Review, Analyze, and Apply Data	Identify the programs used for students with IEP and monitor effectiveness by analyzing formative and summative data (EDM – EdMark, MyFocus, Barton, SPIRE, RTA, CIM).  Intentional scheduling of collaboration/resource time.  CAQ (Closing the Achievement Gap) Cadre members will collaborate to model co-teaching strategies to best meet individual students' needs.	Proficiency scores K-PREP MAP Reports Assessment Reports	MAP conditional Growth reports  K-PREP Scores  Documentation from Walkthroughs  Support from the Sped. Department for teachers  Lesson Plans	
Objective 2: 45% of 3rd, 4th, and 5th grade students with a disability and an IEP will be proficient in math by May 2022.	Design and Deliver Instruction  Design, Align and Deliver Support  Establish Learning Culture and Environment  Review, Analyze, and Apply Data	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).  Intentional scheduling of collaboration/resource time.	Proficiency scores K-PREP MAP Reports Assessment Reports Documentation from Walkthroughs Lesson Plans	MAP conditional Growth reports  K-PREP Scores  Documentation from Walkthroughs  Support from the Sped. Department for teachers  Lesson Plans	

4: Growth

Goal 4: 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%.	Review, Analyze, and Apply Data  Design, Align and Deliver Support	Identify students that did not meet growth goal.  Use Learning Continuum to group students for instruction according to identified need.  Teacher/Student individualized goal setting.  Provide targeted instruction in RTI block – small group, use of IXL and other resources.	MAP Growth/Proficiency Summative Assessments  IXL reports	MAP data analysis  RTI team meetings  Lesson Plans	

5: Transition Readiness

Goal 5: By May 2021, all 5th 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: 5th 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 a COMMUNICATOR, COLLABORATOR, CRITICAL THINKER, RESILIENT, and PREPARED to transition to the middle school. This will be in the form of a presentation.</p> <p>Project to include a Cover Letter, Resume, Artifacts, Presentation, Written Reflection, and Evaluation.</p>	Completion of project by identified 5th grade students.	Completed and scored presentations.	



6: Other (Optional)

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  Playground updates	Receipt / completion of projects		District Funds
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		Title 1  SB Funds

<p>Goal 7: Cline will promote and improve Community Parental Engagement and Involvement by May 2023.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					District Funds
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>	<p>Log of activities/events</p> <p>Participation documentation</p>	Title 1
Objective 2: Improve communication	Establish Learning Culture and Environment	Use several modes of communication to keep all stakeholders informed of school events and information	<p>Use of social media outlets</p> <p>Class Dojo</p>		