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.

- The major concern at this time in regards to KSA data and all other testing/assessment data is the achievement gaps. We are continuing to focus more and more on the areas of reading and math and differentiating that instruction to meet the needs of individual students.
- We are still going to continue to focus on Writing with our students, as this is one of our lowest achievement areas.
- Novice reduction in all grades is and will always be a concern.
- Rigor in the classroom is a major concern: classroom grades/assessments do not match the KSA results.

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.

- Instructional Materials to match standards
- Professional Learning Communities (PLC)
- Benchmark Testing
- Progress Monitoring

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.6	-2.9
State Assessment Results in science, social studies and writing	46.6	-1.7
English Learner Progress	NA	
Quality of School Climate and Safety	75.9	0.1
Postsecondary Readiness (high schools and districts only)	NA	
Graduation Rate (high schools and districts only)	NA	

Explanations/Directions

Goal: 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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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.):
By 2025, Dawson Springs Elementary School students will have an increase in achievement scores to 50% for reading and 50% for math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading to 42% and math to 45% for Dawson Springs Elementary as measured by May 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction	**Activity 1: Instructional Materials to Match Standards:** For consistency across grade levels in reading: Reading Mastery will be used in grades K-3, Corrective Reading in grades 3-5 and iReady for progress monitoring in grades K-5. Data will be triangulated at the end of each school year to adjust Reading Mastery and Corrective Reading schedules. Math in Focus is used in grades K-5.	Growth on individual classroom assessments	August 2013 / Ongoing	$16,400 (iReady) District and Title II, $42,447 (Reading Mastery) District Title I & VI, $16,000 (Reading Mastery Coach)
	KCWP 2: Design and Deliver Instruction	**Activity 2: Lesson Planning Feedback or Guided Planning sessions.** DSES teachers will continue to receive feedback on lesson plans to help monitor student engagement, rigor of instruction, and standards alignment.	Walkabout data Lesson plans Guided planning notes	January 2019 / Ongoing	No Funding Required
	KCWP 4: Review, Analyze and Interpret Data	**Activity 3: Walkabouts** The elementary leadership team will use Google Forms as a walkabout instrument to observe classrooms, collect data, and provide feedback on instructional practices and student engagement. The data collected will also be used to drive continuing embedded PD opportunities and PLC conversations.	Increased proficiency in math on KSA	January 2019 / Ongoing	No Funding Required
	KCWP 4: Review, Analyze and Interpret Data	**Activity 4: Benchmark Testing:** All students K-5 will be benchmark tested at the beginning, middle, and end of the school year in reading and math using iReady. Benchmark data will be used to place students into the RTI tiers according to needs with the intention of students exiting the RTI program. Reading Mastery (grades K-2) and Corrective Reading (grades 3-5) will also be used to monitor student progress throughout the school year. iReady is a computer-based assessment that chromebooks are utilized to administer. DSES has purchased chromebooks/carts and each classroom has a cart.	Growth towards exiting the RTI program. iReady testing data	August 2013 / Ongoing	See Goal 1, Objective 1, Activity 1
	KCWP 4: Review, Analyze and Interpret Data	**Activity 5: Progress Monitoring:** Teachers will monitor progress weekly on each of the RTI math and reading students to check for progression towards exiting the RTI program via iReady/Corrective Reading. iReady will be administered to every student no less than 45 minutes for reading and math every week.	iReady usage reports See Measure of Success Goal 1 Objective 1 Activity 1	August 2013 / Ongoing	$997.50 Title Funds
	KCWP 2: Design and Deliver Instruction	**Activity 6: Guided Reading (Science and Social Studies content):** Amplify Science and Exploring Social Studies will be utilized in grades K-2 as a resource to incorporate the Science and Social Studies standards. At the upper grades (3-5), teachers will employ	progress monitoring results via iReady reading	August 2019 / Ongoing	No Funding Required

Goal 1 (State your reading and math goal.):
By 2025, Dawson Springs Elementary School students will have an increase in achievement scores to 50% for reading and 50% for math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		the use of literature text sets in order to increase rigor through analysis, synthesis and higher order thinking as their students explore texts in depth and compare texts-to-texts. Teachers also utilize Brain Pop Jr and online STEM activities as supplemental materials in Science and Social Studies.				
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data	**Activity 7: Monitor RtI System/Program:** Monitor RtI system/program to ensure students are being placed into the tier that best accommodates their needs based upon iReady, Reading Mastery/Corrective Reading, and other forms of student data. RTI will be monitored and tiers will be decided upon on a combination of at least three different data points per student. RtI is a system of intervention that will be reevaluated on a regular basis throughout the school year with classroom teachers, RtI staff, and administrators.	RtI Progress monitoring data Reading Mastery data iReady Data	April 2019 / Ongoing	No Funding Required	
	KCWP 4: Review, Analyze and Interpret Data	**Activity 8: Professional Learning Communities (PLC):** The frequency of PLC meetings occur weekly and are focused on teacher reflection on student data, instructional practices and delivery, as well as student achievement. PLC's will involve a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLC's will allow teachers to do the following: analyze data, interpret data, and create an action plan with the data. During PLC meetings, teachers participate in two embedded professional developments monthly: assessment protocols and data analysis protocols. Teachers will begin to evaluate their classroom assessments (for example, unit exams and not just weekly assessments) for standards alignment, rigor (DOK), and balanced assessments. Once assessments are evaluated, teachers will then use data analysis protocols to determine if the assessments met the need of assessing the standards taught. Two protocols - Assessment Protocols/Data Analysis Protocols - monthly/unit assessments	Weekly teacher reflection on student data (PLC meeting minutes) Student assessment data	August 2013 / Ongoing Spring 2019	No Funding Required No Funding Required	
	KCWP5: Design, Align, and Deliver Support	**Activity 9: Curriculum Specialist:** A Curriculum Specialist will be utilized on a 138-day contract each year to help forward student development and achievement via data conversations with teachers and administration, classroom observations, as well as providing professional development and curriculum support to all staff members PK-5.	See Measure of Success Goal 1 Activity 3	November 2017 / Ongoing	Up to $19,900 District Funds	
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data	**Activity 10: Reading Mastery Internal Coaches:** Internal coaches for Reading Mastery will be utilized for monthly coaching meetings with all staff members who teach reading mastery. The internal coaches will conduct monthly meetings one-on-one with Reading Mastery and Corrective Reading teachers following a classroom observation. These coaches will also be	Increase in student reading performance levels	July 2023 / Ongoing	No Funding Required	

Goal 1 (State your reading and math goal.): By 2025, Dawson Springs Elementary School students will have an increase in achievement scores to 50% for reading and 50% for math.						

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
	KCWP5: Design, Align, and Deliver Support	available to answer questions and support instructional delivery on a regular basis for our school.				
	KCWP 6: Establishing Learning Culture and Environment	**Activity 11: Positive Behavior Interventions and Supports PBIS:** DSES will continue to implement PBIS to minimize the impact of negative behaviors impacting instructional time. The Check in/Check out program will be utilized with identified students who need the extra support with PBIS and behavioral concerns to ensure they are on track and moving forward with behavior and academics.	Decreased office referrals Lower Primary uses Parent Square PantherBucks for PBIS Check In-Check Out Program	August 2016 / Ongoing	Internal Fund Raisers	
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data KCWP5: Design, Align, and Deliver Support	**Activity 12: Simple Solutions:** Teachers in grades K-5 will utilize Simple Solutions as a supplemental resource in Reading and Math to help spiral content throughout the school year.	Increase student performance levels in reading and math	August 2022 / ongoing	Simple Solutions $9735.00 Fund # 0002121-643-552I (07-01-22 to 06-30-23)	
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data KCWP5: Design, Align, and Deliver Support	**Activity 13: Reflex Math:** Teachers in 2-5 grade will utilize Reflex Math as a supplemental resource to help build fact fluency.	Increase student performance levels in math	August 2022 / ongoing	Explore Learning (Reflex) $3295.00 Fund # 0002121-0643-310I (11-01-22 to 11-01-23)	

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

Goal 2 (State your science, social studies, and writing goal.):
By 2025, Dawson Springs Elementary School will continue to teach with fidelity in the areas of Science, Social Studies, and Writing and utilize standards driven instruction to meet individual student needs.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase performance levels in the areas of Science to 40%, Social Studies to 35%, and Combined Writing to 25% by May 2024 as measured by KSA.	See Goal 1 Objective 1 Strategies for activities 1-3, 6, 8-9, and 11	**Activities See Goal 1: Objective 1: Activities Below:** **Activity 1: Instructional Materials to Match Standards:** **Activity 2: Lesson Planning Feedback or Guided Planning sessions** **Activity 3: Walkabouts** **Activity 6: Guided Reading (Science and Social Studies content)** **Activity 8: Professional Learning Communities (PLC)** **Activity 9: Curriculum Specialist** **Activity 11: Positive Behavior Interventions and Supports PBIS**			
	KCWP 2: Design and Deliver Instruction	**Activity 8A: Amplify Science (3-5):** Amplify Science will continue to be implemented as the new Science curriculum in grades 3-5. Amplify Science is directly aligned to the Next Generation Science Standards.	Increase proficiency for KSA Science results and classroom assessments	August 2019 / Ongoing	$4811.67 Title Funds
	KCWP 2: Design and Deliver Instruction	**Activity 8B: Exploring Social Studies Program (3-5):** Exploring Social Studies will continue to be implemented in grades 3-5 to ensure consistency with instructional delivery and standards alignment across grade levels for the new Next Generation Social Studies Standards.	Increase in proficiency for KSA Social Studies results and classroom assessment data	August 2019 / Ongoing	No Funding Required
	KCWP 2: Design and Deliver Instruction	**Activity 8C: Grammar** Teachers will use grammar skills in their instruction in order for students to be proficient in their writing skills as measured by individual student writing pieces and classroom assessment grades. Teachers will use student work samples to build upon their classroom instruction and differentiate the instruction to meet the student needs as measured by walk-throughs.	Individual student writing pieces and classroom assessment grades.	August 2013 / Ongoing	No Funding Required

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 Increase proficiency by 10% in reading and math for the economically disadvantaged subgroup for Dawson Springs Elementary by May 2024 as measured by KSA.	See Goal 1 Objective 1 Strategies for activities 1-13	**Activities See Goal 1: Objective 1: Activities Below:** **Activity 1: Instructional Materials to Match Standards** **Activity 2: Lesson Planning Feedback or Guided Planning sessions** **Activity 3: Walkabouts** **Activity 4: Benchmark Testing** **Activity 5: Progress Monitoring** **Activity 6: Guided Reading** **Activity 7: Monitor RtI System/Program** **Activity 8: Professional Learning Communities (PLC)** **Activity 9: Curriculum Specialist** **Activity 10: Reading Mastery Internal Coaches** **Activity 11: Positive Behavior Interventions and Supports PBIS** **Activity 12: Simple Solutions** **Activity 13: Reflex Math**			
	KCWP 4: Review, Analyze and Interpret Data	**Activity 14: Data Charts:** Create data charts each year that clearly show where students (including GAP) are performing on iReady/Corrective Reading tests for reading and math, , EOY grades for previous year, as compared to state assessment (KSA) and focus on students weaknesses and those very close to scoring at the "next" level for students in grades 3-5 as measured by KSA. Data charts will also be created for students in grades PK-2 and include Brigance, iReady (K only), ESGI Data, and EOY grades to show growth from fall to winter, then to spring. Data charts will flow from year to year to monitor student growth over time.	Growth on iReady /Corrective Reading, KSA scores, ESGI, and EOY scores in reading and math in the gap groups and overall	August, 2013 (Brigance) August 2018 (iReady/Corrective Reading) / Ongoing	$50 SBDM
	KCWP 4: Review, Analyze and Interpret Data	**Activity 15: Mock KSA Assessment:**	Increased proficiency on KSA	KSA Results	No Funding Required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KSA Mock assessments will be administered to students in grades 3-5 no less than two times per school year to help prepare them for the format of the test.			
	KCWP 6: Establishing Learning Culture and Environment	**Activity 16: Removing Barriers:** Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.	Increased access to support structures Chromebooks	August 2013 / Ongoing	General Funds; Title 1
Objective 2 DSES will increase the percentage of kindergarten students who are "ready" for school to 58% as measured by the Brigance screener in August of 2024.	KCWP 2: Design and Deliver Instruction	**Activity 1: Preschool Involvement** Kindergarten and Preschool teachers will work hand-in-hand with state standards and student expectations to ensure that students who enter Kindergarten and have attended state funded preschool will be, to the best of their abilities, ready for kindergarten as measured by the Brigance Kindergarten Readiness Screener.	PK/K meetings will occur to ensure standard alignment. Brigance Screener data	July 2014 / Ongoing	No Funding Required
	KCWP 2: Design and Deliver Instruction	**Activity 2: Heggerty:** Heggerty along with TSG and Gold will continue to be utilized with our preschool students.	Balanced Curriculum - Students will be more prepared for Kindergarten	August 2018 / Ongoing	No Funding Required
	KCWP 4: Review, Analyze and Interpret Data	**Activity 3: Preschool Screener** Preschool students will be part of the Brigance Early Childhood Screens III for 3 and 4 year olds prior to entering kindergarten and screened with Brigance Kindergarten Readiness Screening Tool.	Students will demonstrate their knowledge of skills for kindergarten on the Brigance Kindergarten Readiness tool.	August 2013 / Ongoing	No Funding Required
	KCWP5: Design, Align, and Deliver Support	**Activity 4: Parent Communication** Parents will be provided a copy of skills necessary for their child to know/be familiar with prior to their entrance into kindergarten. Parents will be contacted with the results of all screeners/assessments given throughout the school year.	Parents will be sent notifications and results of all screeners. They have access to Parent Portal, Parent Square, District and grade level FaceBook pages, District Twitter, as well as the school newsletter and newspaper.	Ongoing	No Funding Required

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By 2025, Dawson Springs Elementary School will increase the Quality of School Climate and Safety index from 73.8 to 80.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase QSCS index to 77.0 as measured by the May 2024 QSCS survey results.	See Goal 1, Objective 1 strategies for, Activity 11 KCWP 6: Establishing Learning Culture and Environment	**Activity 1: Positive Behavior Interventions and Supports PBIS**			
		Activity 2: Character Education Monthly Assemblies are held to recognize students who exemplify the Character Education word of the month.	Increase in students receiving Panther Bucks Decrease in office behavioral referrals Increase on QSCS index in May 2023.	August 2022 / Ongoing	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	**Activity 3: PBIS Paws** PBIS Positive Behavior Intervention Systems is utilized in PK-5 at DSES. We utilize the "The Panther Way Everyday" I am Safe, I am respectful, I am responsible, I am a learner, I am a Panther to demonstrate our positive behavior every day. PBIS Panther Bucks has been implemented to encourage positive behavior and motivate students to do their best and follow the Panther Way Every Day.	Increase in students receiving Panther Bucks Decrease in office behavioral referrals Increase on QSCS index in May 2023.	August 2022 / Ongoing	No Funding Required