

Robinson Elementary Comprehensive School Improvement Plan (CSIP) 23-24

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.

- In elementary, 75% of students did not achieve proficiency in science.
- In middle school, 73% of students did not achieve proficiency in science.
- In elementary, 54% of students did not achieve proficiency in writing.

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.

- Rigorous, research-based instructional strategies that require higher order thinking.
- Improving Tier 1 Instruction across all content and grade levels.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary – Green Middle - Blue	Increased Increased Significantly
State Assessment Results in science, social studies and writing	Elementary – Green Middle – Green	Increased Increased
English Learner Progress	N/A – No score given	
Quality of School Climate and Safety	Elementary – Yellow Middle – Green	Maintained Increased
Postsecondary Readiness (high schools and districts only)	N/A	
Graduation Rate (high schools and districts only)	N/A	

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
<p>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.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: 61% of students will score P/D for elementary reading. 68% of students at the middle school level will score at P/D. 50% of students will score P/D in math at the elementary level and 45% of students will score P/D for middle school math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Our school's reading scores at both elementary and middle school will increase by 3%.	KCWP 2, 3, 5	Reading improvement plans have been created and implemented for all students who are reading below grade level in K – 3.	Decrease in number of students who qualify for the reading plans.	Monitor reading improvement plan data, benchmark assessment data, and STAR data.	Purchased through district.
		Primary specialist in reading will work with students for 30 minutes 3 – 5 times weekly in order to provide Tier 2/3 instruction for students who need a reading plan.	Students' benchmark data will improve, classroom performance will show measurable improvement.	Rtl data, number of students receiving tier 2/3 intervention and benchmark assessments will determine effectiveness of the program.	N/A
		STAR phonics diagnostic is utilized to assess which foundational reading skill is lacking.	Reduction in number of students performing below grade level.	STAR diagnostic data, Renaissance data.	Purchased through district.
		Universal screener given to students in 3 – 8 three times per year to indicate where students are relative to grade level benchmarks.	Increased scores on universal screener to gauge improvement.	iReady data	Purchased through district.
		Kagan training will be offered to teachers throughout the district to incorporate research-based methods into our classroom environments.	Increased classroom participation, better student comprehension	Classroom participation as judged by teacher, increased improvement on assessments.	District provided.
		Five data days will be utilized throughout the course of the school year so that administration and school leaders can disaggregate	School leaders demonstrate understanding of their test data.	Sign-in sheets.	District provided.

Goal 1: 61% of students will score P/D for elementary reading. 68% of students at the middle school level will score at P/D. 50% of students will score P/D in math at the elementary level and 45% of students will score P/D for middle school math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment data to determine next steps.			
		Weekly PLCs will help teachers better understand their data and what strategies are working or may need to be restructured.	Increased cooperation among teachers	Sign-in sheets; agendas	N/A
		Students will utilize Successmaker and/or NoRedInk to determine and address learning gaps in reading for 3 – 8.	Improved Reading scores on teacher assessments and benchmarks.	Successmaker/NoRedInk scores.	N/A
Objective 2 Our school's math scores will improve by 6% at both the elementary and middle school level.	KCWP 2, 3, 4, 5	Universal screener given to students in 3 – 8 three times per year to indicate where students are relative to grade level benchmarks.	Increased scores on universal screener to gauge improvement.	iReady data	Purchased through district.
		Kagan training will be offered to teachers throughout the district to incorporate research-based methods into our classroom environments.	Increased classroom participation, better student comprehension	Rosters from training; improved classroom participation in walkthroughs.	District funded
		Five data days will be utilized by members of school administration and teacher leads to identify what the school needs to address based on the data.	Improved scores on benchmark assessments and end of year assessment.	Rosters of attendance, as well as improved classroom walkthroughs.	District funded.
		Students will utilize Successmaker and/or Prodigy math to determine and address learning gaps in 3 – 8.	Improved math scores on teacher assessments and benchmarks.	Successmaker /Prodigy scores.	N/A
		Weekly PLCs will help teachers better understand their data and	Increased cooperation among teachers.	Sign-in sheets; agendas.	N/A

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		what strategies are working or may need to be restructured.			
		Primary teachers will be provided opportunities to attend summer trainings for AVMR 1 and 2 to increase math proficiency.	Increased students scores in math; improved teaching strategies.	School walkthroughs; district assessments.	District-funded.

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

<p>Goal 2 (State your science, social studies, and writing goal.): 30% of elementary and middle school students will be P/D in science. 43% of elementary students and 47% of middle school students will be P/D in social studies. 44% of elementary student and 70% of middle school students will be P/D in writing.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Students will improve in elementary and middle school science P/D by 4%.</p>	<p>KCWP 1, 2, 3, 4, 5</p>	<p>Monthly PLCs will address high yield, rigorous strategies to improve science scores.</p>	<p>Improved science scores on common assessments, benchmarks, and KSA.</p>	<p>Grades on common assessments and benchmark tests.</p>	<p>N/A</p>
		<p>Teachers will complete scientific probes each six weeks to encourage scientific discussions that support higher-order thinking.</p>	<p>Improved science scores; increase in higher-order thinking.</p>	<p>Probe outcomes/improvement.</p>	<p>N/A</p>
		<p>New school curriculum (Amplify) has been purchased to help teachers have quality materials to address scientific learning concepts.</p>	<p>Improved science scores; improved student engagement.</p>	<p>Classroom walkthroughs; improved outcomes on common assessments, teacher-created tests, and other benchmark data.</p>	<p>N/A</p>
		<p>Teachers utilize cross-cutting concepts to provide students a link between science and other disciplines.</p>	<p>Students demonstrate activation of prior and cross-curricular knowledge.</p>	<p>Improved student understanding of cross-curricular concepts as monitored through</p>	<p>N/A</p>
		<p>Teachers will administer common assessments in fall, winter, and spring in science.</p>	<p>Improved achievement on science benchmark assessments.</p>	<p>Benchmark and spreadsheet data.</p>	<p>N/A</p>
<p>Objective 2 Students will improve in elementary and middle school social studies P/D by 5%.</p>		<p>District PLCs will be held three times per year (and monthly) to address specific needs of teachers in the discipline.</p>	<p>Improved performance on teacher-created assessments as well as benchmark data.</p>	<p>Assessment outcomes.</p>	<p>N/A</p>

Goal 2 (State your science, social studies, and writing goal.):
 30% of elementary and middle school students will be P/D in science.
 43% of elementary students and 47% of middle school students will be P/D in social studies.
 44% of elementary student and 70% of middle school students will be P/D in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		New school curriculum through Savvas (paired with new pacing guides) will be utilized to help teachers address all core concepts in social studies.	Improved understanding of core social studies concepts.	Teacher-created assessments, benchmark data, and	N/A
		Teachers will administer common assessments in fall, winter, and spring in social studies to gauge student learning.	Improved scores on common assessments.	Common assessment scores.	N/A
		District PLCs will be held three times per year (and monthly) to address specific needs of teachers within the discipline.	Improvement in common assessment, KSA, and benchmark scores.	Scores on assessments, benchmark, and KSA scores.	N/A
Objective 3 Students will improve combined writing scores by 3% P/D in elementary and middle school.		Trainings with Angela Hiterbrand offered to all of the writing teachers within the district to improve overall writing scores.	Improved engagement and achievement within writing classes.	Classroom walkthroughs/scrimmage results.	District-funded.
		Writing scrimmages will be performed in winter and spring to determine student improvement in writing.	Improved writing performance.	Scores on writing scrimmages.	N/A

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 Number of students performing at novice will decrease by 5%.	KCWP 1, 2, 3, 4, 5	Monthly PLCs help teachers develop necessary interventions and teaching strategies	Use of research-based strategies within the blended and resource classroom.	Results of classroom walkthroughs.	N/A
		Teachers utilize small group and resource room instruction as needed.	Student success in math and reading.	Report cards.	N/A
		Teachers incorporate various teaching strategies in the blended classroom (parallel teaching, team teaching, etc.)	Improved gap student performance.	Classroom walkthroughs, student success measures (grades, benchmark assessments, common assessments).	N/A
		Teachers are offered various trainings throughout the year to learn new strategies for dealing with specific needs relative to autism, specific learning disability, and other diagnoses.	Improved student engagement and performance on assessments.	Classroom walkthroughs, student success measures (grades, benchmark assessments, common assessments).	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): Robinson Elementary does not currently have any ELL students; however, our goal would be to make sure they all achieve proficiency.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All ELL students will be proficient in math and reading.	KCWP 5, 6	Students who are ELL will have a specific advisor from the district who meets with them and their families to make sure any specific needs related to education are met.	Families feel accepted and welcome within our school.	Family resource survey results.	N/A
		Small group and 1-1 instruction will be used with all ELL students.	Improved understanding of core content in reading/math.	Benchmark and classroom assessment results.	N/A
		Structured English immersion method will be utilized for collaboration.	Students perform at acceptable level on benchmark and classroom assessments.	Scores on assessments.	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Our school will perform at a Level 5 (very high) on the school climate and safety survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 6	The school has an updated safe crisis management plan that is revisited annually with all stakeholders.	Presence of plan in SBDM minutes.	SBDM minutes	N/A
		Our school has a school resource office available in emergency situations.	SCM plans, as well as school safety walkthroughs.	Results of walkthroughs.	N/A
		The school has an MTSS coach, as well as an MTSS team that is responsible for data review and implementation of Character Strong curriculum.	Improved performance on assessments, as well as a decrease in office referrals.	Assessment scores and review of ODR's; MTSS minutes.	N/A
		The school utilizes Terrace Metrics as a universal screener.	Decrease in number of students identified for further intervention.	Terrace Metrics results.	N/A

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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