



# 2024-2025 Phase Three: Comprehensive School Improvement Plan CCMS

2024-2025 Phase Three: Comprehensive School Improvement Plan

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## 2024-2025 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for 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 have goals for 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 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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.*).

**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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan \(CSIP\) Template](#).

- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

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## Attachment Name

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 CCMS CSIP 24-25

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our main concerns are: Reduce novice in Reading and Math for all students; Reduce Novice in Social Studies; Reduce number of students with an IEP scoring novice in Reading and Math




We will continue to monitor our yearly goal of increasing proficiency in Reading and Math for ALL students. In order to increase proficiency, we will also monitor novice reduction in all content areas. We will continue to seek improvement for students with an IEP in Reading and Math, with the goal of decreasing novice in Reading and Math. We believe we will meet our yearly achievement gap goal of reducing novice in Math for students with an IEP.

Many of our strategies will remain for this year and next. We have new HQIR's in Reading, Math, and Science and that will be a focus for several years. We hope to adopt a new HQIR for Social Studies, which might provide additional strategies. Our district has provided HQIR monitoring tools to help administration become more familiar with what to expect from the resources. Teachers attend after-school cohorts around their resources and

With the addition of sixth grade in our school this year, KCWP 1 will be a focus of PLC in all content areas. We have new teachers still developing full understanding of the Kentucky Standards. With the adoption of a new HQIR in three content areas, KCWP 2 will also be a focus on PLC. Teachers are designing and delivering tier 1 lessons to meet the needs of various students. New this year is the practice of modeling Cognitive Engagement Strategies through PLC for all teachers. With the help of our teacher coach, we are informally observing teachers and students using the engagement strategies and providing feedback.

We will continue to track multiple data points in all content areas. Data includes unit assessments, district benchmark assessments through Mastery Connect, MAP testing as a universal screener, and of course, KSA data. Our district may move back to just using MAP for Reading and Math next school year, but keep Mastery Connect for Science and Social Studies.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CCMS Compliance 24-25		•
 CCMS CSIP 24-25		•
 CCMS Key School Elements		•