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

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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.

65% of MSES students score below proficiency on the Reading Kentucky Summative Assessment.

69% of MSES students scored below proficiency on the Math Kentucky Summative Assessment.

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.

KCWP 1: Design and Deploy Standards
-MSES conducts school-wide meetings and also by grade levels to review current practices. KAS standards are an expectation and grade levels are responsible for creating quality lessons based upon those standards. Administration also conducts observations within classrooms along with guidance through staff evaluation practices.
KCWP 2: Design and Deliver Instruction
- Administrative classroom observations, professional development trainings, peer group meetings, grade level meetings and lesson reflections as they relate to the Kentucky standards.
District wide instructional trainings are also held.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low	Increased
State Assessment Results in science, social studies and writing	Medium	Declined
English Learner Progress	High	Declined
Quality of School Climate and Safety	Medium	Declined
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	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.): The State Combined Average for Reading and Math totals 45.5% for Proficient and Distinguished learners. Muhlenberg South Elementary will strive to increase the average for both Reading and Math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 The MSES Reading P/D score is currently 35%. We will strive to increase our proficiency score by at least 2%.	Increase practices to raise scores for all students in Reading.	iReady Diagnostic Implementation	iReady Reports	5/30/24 School Admin.	District Funding
		iReady pathway instruction and implementation	iReady Reports	5/30/24 School Admin.	District Funding
	MTSS practices	Classroom teachers will utilize diagnostic and assessments to determine strategies for students scoring below grade level.	Progress Monitoring MTSS Team meetings	5/30/24 School Admin., RTI Team	ESSER Funding
	ESS Instruction	ESS staff will deliver lessons and help students falling behind.	iReady Reports	5/30/24 School Admin.	ESS Funding
Objective 2 The MSES Math P/D score is currently 31%. We will strive to increase our proficiency score by at least 2%.	Increase practices to raise scores for all students in Math.	iReady Diagnostic Implementation	iReady Reports	5/30/24 School Admin.	District Funding
		iReady pathway instruction and implementation	iReady Reports	5/30/24 School Admin.	District Funding
	MTSS practices	Classroom teachers will utilize diagnostic and assessments to determine strategies for students scoring below grade level.	Progress Monitoring MTSS Team meetings	5/30/24 School Admin	ESSER Funding
	ESS Instruction	ESS staff will deliver lessons and help students falling behind.	iReady Reports	5/30/24 School Admin	ESS Funding

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

Goal 2 (State your science, social studies, and writing goal.): The State Combined Average for Science, Social Studies and Writing total 41% for Proficient and Distinguished learners. Muhlenberg South Elementary will strive to increase our combined average in all subject areas.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 The MSES Science P/D score is currently 29%. We will strive to increase our proficiency score by at least 2%.	Supplement Science Instruction delivered at all grade levels	Grade level teams will deliver instruction based upon Kentucky State Standards	Kentucky State Accountability System	5/30/24 School Admin	SBDM School funding
	Implementation of various software programs. Example: Mystery Science, Generation Genius, Brain Pop, Real World Science,	Teachers will follow instructional practices governed by software package protocols.	Assessments and lesson progression.	5/30/24 School Admin	SBDM School Funding
	Use of Elevate Science curriculum.	Work book activities	Assessments and Lesson progression	5/30/24 Certified Staff	SBDM School funding
Objective 2 The MSES Social Studies P/D score is currently 17%. We will strive to increase our proficiency score by at least 2%.	5th Grade team will research best curriculum methods to enhance instruction.	Digital Curriculum with supplemental activities	Progress monitoring for growth	Assessments within the digital learning program.	SBDM School funding
	Various School site visits	School learning walks	Implementation of ideas from learning walks at other schools	Determine assessment scores for both formative and summative assessments	SBDM School funding
Objective 3 The MSES Writing P/D score is currently 28%. We will strive to increase our proficiency score by at least 2%.	Use of iReady lessons and pathway instruction.	Grammar & Mechanics Activities	Progress monitoring for growth	5/30/24 Certified Staff	District Funding
	PFat organizer	Use with student essay organization	Use of organizer by student	5/30/24 Certified Staff	SBDM School funding

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 The MSES Reading P/D score is currently 18% for students with an IEP. We will strive to increase our proficiency score to at or above the state level average.	Increase Reading practices to raise scores for all GAP students in Reading.	iReady Diagnostic Implementation	iReady Reports	5/30/24 School Admin.		District Funding
		iReady pathway instruction and implementation	iReady Reports	5/30/24 School Admin.		District Funding
	MTSS Practices	Classroom teachers will utilize diagnostic and assessments to determine strategies for students scoring below grade level.	Progress Monitoring MTSS Team meetings	5/30/24 School Admin., RTI Team		ESSER Funding
	ESS Instruction	ESS staff will deliver lessons and help students falling behind.	iReady Reports	5/30/24 School Admin.		ESS Funding
Objective 2 The MSES Math P/D score is currently 13 % for students with an IEP. We will strive to increase our proficiency score to at or above the state level average.	Increase Math practices to raise scores for all GAP students in Reading.	iReady Diagnostic Implementation	iReady Reports	5/30/24 School Admin.		District Funding
		iReady pathway instruction and implementation	iReady Reports	5/30/24 School Admin.		District Funding
	MTSS Practices	Classroom teachers will utilize diagnostic and assessments to determine strategies for students scoring below grade level.	Progress Monitoring MTSS Team meetings	5/30/24 School Admin.		ESSER Funding
	ESS Instruction	ESS staff will deliver lessons and help students falling behind.	iReady Reports	5/30/24 School Admin.		ESS Funding
Objective 3						

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Collaborate with all stakeholders to develop quality of school climate and safety procedures and protocols.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 MSES will provide a safe environment for students and staff.	Safety Plan Implementation	Review and Implement the Safe Schools plan within our school	Annual Update and discussion	5/30/24 Admin.	
		Annual update with all emergency service providers	Annual Update and discussion	5/30/24 Admin.	
	Consistent Discipline Precautions/Procedures	Consistent School Wide Discipline	Review of Procedures and Infinite campus referrals	5/30/24 Admin.	
	Emergency Drill Practice	School Wide practice of all emergency drills	Emergency Drill logs and communication with Admin. Staff	5/30/24 Admin.	
Objective 2 MSES will provide a positive climate for students and staff.	Quality of School Survey	Quality of School Survey Implementation for staff and students	KSA Assessment and staff survey	5/30/24 Admin.	
	Staff Activities	Potlucks, Christmas activities to be implemented	Schedule of activities	5/30/24 Admin.	