

New Highland Elementary School 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 the 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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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. 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 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.*).

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

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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. 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. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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

Goal 1: New Highland Elementary proficiency reading will increase from 52.9% to 65.7% Math 47.6% to 61.9%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020 students scoring proficient/distinguished in Reading will increase from 52.9% to 55%.	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	<ul style="list-style-type: none"> • Measure of Academic Program • Reflex • Go Math • Reading A-Z • RAZ kids • Edgenuity • Small group instruction • afterschool program • IREAD 	MAP Walkthroughs Lesson Plans Common Assessment Kprep Dat PLC students work samples	MAP data Common data assessment data collection Friday Assessment Folder PLC student data information	Title I 21 Century Grant Title II PPA District Funds
Objective 2 By 2020 student scoring proficient/distinguished in math will increase from 47.6% to 50%.					

2: Separate Academic Indicator

Goal 2 **Separate academic indicator by 2021 students scoring proficient/distinguished in Science will increase from 32.4% to 50.8%, from 32.% to 50.8% in Social Studies and from 53.3% to 66% in Writing.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2020 student scoring proficient/distinguished in Science will increase from 32.4% to 35.5%.</p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular Adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> Green River Regional Educational Cooperative Professional Learning Communities Curriculum Planning Kagan (Engagement) Character Education Data Analysis New Highland Pacing Guide 	<p>Measure of Success PLC Agenda Professional Learning Plan Walkthroughs</p> <p>Responsible Persons Leadership Team Teachers</p>	<p>MAP data Common data assessment data collection Friday Assessment Folder PLC student data information</p>	<p>Title I/ Textbook/Instructional PPA/ District Funds</p>
<p>Objective 2 By 2020 students proficient/distinguished in Social Studies will increase from 32% to 35.1%.</p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> <i>Measures of Academic Progress</i> (Assessment for K-5) Literacy First (Literacy Process for K-2) Online resource tool for Common Assessments Benchmark Assessments Thoughtful Education (Best practice tools and strategies) Enrichment-Differentiated Instruction in Flexible Groups (K-5) ESS Daytime Waiver (Reading) 	<p>Measure of Success Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports KSI Data</p>		
<p>Objective 3 Students scoring proficient/distinguished in On Demand Writing will increase from 53.3% to 55.4%</p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> <i>Measures of Academic Progress</i> (Assessment for K-5) Literacy First (Literacy Process for K-2) Online resource tool for Common Assessments Benchmark Assessments Thoughtful Education (Best practice tools and strategies) Enrichment-Differentiated Instruction in Flexible Groups (K-5) ESS Daytime Waiver (Reading) 	<p>Responsible Persons Leadership Team Teachers</p> <p>Measure of Success PLC Agenda Professional Learning Plan Walkthroughs</p>		

3: Achievement Gap

Goal 3 Achievement gap by 2025 Economically disadvantaged students scoring proficient/distinguished in reading will increase from 44.9% to 59.9% and from 40.4% to 56.7% in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2020 Economically Disadvantaged Students scoring proficient/distinguished in Reading increase from 44.9% to 47.4%.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy 	<ul style="list-style-type: none"> ● KSI Specialist (Targeting students K-5 in Tier 2 and 3) ● Goal Setting ● Title I Extension After-school Reading K-5 <p>Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p><u>Measure of Success</u></p> <ul style="list-style-type: none"> Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports KSI Data 	<ul style="list-style-type: none"> MAP data Common data assessment data collection Friday Assessment Folder PLC student data information 	<ul style="list-style-type: none"> District Funds Title I ESS Professional Learning
<p>Objective 2 By 2020 Economically Disadvantaged Students proficient/distinguished in Math will increase from 40.4% to 43.1%.</p>	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy 	<ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● PLC Training ● Curriculum Planning ● <i>Kagan</i> (Engagement) ● <i>Character Education</i> ● <i>Data Analysis</i> <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <ul style="list-style-type: none"> ● <i>Measures of Academic Progress</i> (Assessment for K-5) ● Thoughtful Education/Kagan (Best practice tools and strategies) ● Enrichment-Differentiated Instruction in Flexible Groups (K-5) ● ESS Daytime Waiver (Math) ● KSI Specialist (Targeting students in K-5 in Tier 2 and Tier 3) ● Goal Setting 	<p><u>esponsible Persons</u></p> <ul style="list-style-type: none"> Leadership Team <p><u>Measure of Success</u></p> <ul style="list-style-type: none"> Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports 		<ul style="list-style-type: none"> District Funds Title I ESS Professional Learning

4: Growth

Goal 4 Growth By 2020 the growth rate for all students in reading and math will increase from 69.5 to 77%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020 By 2025 the growth rate for all students in Reading and Math will increase from 69.5 to 71.	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● 	Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● Professional Learning Communities ● Curriculum Planning ● <i>Kagan</i> (Engagement) ● Character Education ● Data Analysis ● New Highland Pacing Guide 	<u>Measure of Success</u> Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports <u>Responsible Persons</u> Leadership Team Teachers	MAP data Common data assessment data collection Friday Assessment Folder PLC student data information	District Funds Title I ESS Professional Learning
		Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none"> ● Green River Regional Educational Cooperative ● PLC Training ● Curriculum Planning ● <i>Kagan</i> (Engagement) ● <i>Character Education</i> ● <i>Data Analysis</i> 	<u>Measure of Success</u> Walk-throughs Lesson Plans Curriculum Guides MAP Data Benchmark Data ESS Progress Reports <u>Responsible Persons</u> Leadership Team Teachers		
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <ul style="list-style-type: none"> ● <i>Measures of Academic Progress</i> (Assessment for K-5) ● Thoughtful Education/<i>Kagan</i> (Best practice tools and strategies) ● Enrichment-Differentiated Instruction in Flexible Groups (K-5) ● ESS Daytime Waiver (Math) ● KSI Specialist (Targeting students in K-5 in Tier 2 and Tier 3) ● Goal Setting 			

