

Steeplechase Elementary Comprehensive School Improvement Plan (CSIP)2023-2024

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:

- o State Assessment Results in reading and mathematics
- o State Assessment Results in science, social studies and writing
- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety

The required goals for high schools include the following:

- o State Assessment Results in reading and mathematics
- o State Assessment Results in science, social studies and writing
- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o 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.

As we completed our second year and begin our third year at Steeplechase Elementary School, our focus is on continuing building school systems and creating school culture. Academically, we must prioritize the increase of proficiency in reading and math through intentional focus on core instruction and data analysis with intensive focus on all gap groups. We must focus on Science and Writing as a priority. We must intentionally focus on our ELL students and African American students and continue to find solutions. Increase with intentional language and vocabulary to support all students.

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.

Steeplechase Elementary utilizes 30, 60, 90 Day plans (weekly/monthly in grade level), KSA scores (yearly, school-wide), MVPA assessments to determine student attainment of standards, District unit common assessments through Mastery Connect, STAR reading and math (3x year: Fall, Winter, and Spring school-wide), FastBridge data, classroom grades, assignments, PBIS behavior data (monthly PBIS team and faculty report), enrollment data (daily/monthly), attendance data (daily/ monthly), and student, parent, and staff survey data to identify areas of strength supported by best practices and to identify areas of growth where we can implement new strategies for students, family, and teacher success and learning completed on-going and various times a year. We utilize our MRA Leader In Me assessments to help drive our school wide focus for students, staff, and families.

After data is collected, we work in Professional Learning Communities to look at results and share trends with SBDM. Reading and math data are analyzed in Fall and Spring during PLCs to identify the most at-risk students and develop learning plans for their success. Any student not reaching proficiency receives additional reading and math interventions and students identified as high achieving in math or reading are provided enrichment and extension opportunities.

Based on our Brigrance scores, we know that 30% of our students are coming to kindergarten "kindergarten ready". To combat this data, we have implemented full day kindergarten. We also collect and analyze behavior data, looking at frequency and cause of behavior issues so we can identify deficits and strengths of students' needs. Tiered behavior committees meet monthly to look at the data and make adjustments to student behavior plans as needed and explore new avenues of behavior modification and positive reinforcement.

Review of student, parent, and staff data support our assertion that Steeplechase Elementary employs outstanding teachers and support staff to the benefit of students. We strive for individual and personalized instruction for all student learners. Parents and students want more extracurricular opportunities for students outside the classroom. Teachers requested more professional development in highly effective strategies, modeling on interventions, and support for current program implementation. Data presented the need for more mental health services and support. Additional positions for guidance counselor, RTI teachers, and assistant principal have been added for support. We will be collecting data with parents, students, and staff for effectiveness throughout the school year.

Steeplechase Elementary will focus on KCWP: 6 Establishing Learning Culture and Environment, KCWP: 2 Design and Deliver Instruction based on student needs and KCWP: 4 Review, Analyze and Apply Data through deployment of our 30,60, 90 day plan. We have identified data analysis,/instruction, professional learning, and celebration as our Big Rocks for the 23-24 school year.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.4	8
State Assessment Results in science, social studies and writing	64.9	4.1
English Learner Progress	62.8	9.5
Quality of School Climate and Safety	73.5	-1.2

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

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets 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. 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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur 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: Increase READING proficiency from 54% PD to 58% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 54% PD to 56% PD by May 2024. Objective 2: Increase MATH proficiency from 54% PD to 56% by May 2024.	KCWP 1 Design & Deploy Standards	Professional Learning Community (PLC)- working on data driven instructional practices in both reading and math to include the 4 DuFour Questions.	Weekly PLC meetings (agendas, notes)	Admin Team	\$0
		Using priority standards to develop curriculum maps that will be revised annually based on Kentucky Core Standards.	Completed Curriculum Maps with timelines.	Admin Team and classroom teachers	\$0
		Modify master schedule to prioritize reading and math.	Maximizing student learning through Master Schedule.	Instructional Coach, Admin Team	\$0
	KCWP 2 : Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$0
		Increase language and vocabulary resources and support for students and teachers (Flocabulary, Aleks, No Red Ink, IXL, Accelerated Reader, Go Pebble, A-Z Readers/RAZ Kids, Decodable Readers, Brain Pop, other instructional resources to support language and vocabulary, etc.)	Increased proficiency in reading and math through program participation, assessment benchmark and MTSS data.	Admin Team, Teachers, and Students	\$20,000 Title 1

Goal 1: Increase READING proficiency from 54% PD to 58% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional Development OG Training for staff	Completion of Training	Admin Team and Teachers	\$2,000
		Provide Professional Development Coaching in Reading and Math using feedback on instruction and instructional practices.	Participation in PD, PLC vertical alignment of strategies work with data collection from walk through.	Instructional Coach, Admin Team	\$20,000 Title 1
		Additional staffing RTI teachers will be utilized to provide interventions through small group instruction.	Student growth RTI data- weekly progress monitoring: Fastbridge, STAR, and student progress monitoring of intervention.	Admin Team	\$150,000 Title
		ESS Afterschool, Before School, and Summer School Tutoring	Student participation and academic Growth.	Admin Team, Teachers, and Classified employees	\$23,000 (ESS) \$20,000 (Title)
	KCWP 4 Review, Analyze, and Apply Data	Data analysis gap group student will occur every 30 days in PLCs through 30, 60, 90 day planning; identification of red standards through MVPA 3 times a year; Mastery Connect, and other assessment measures, or data collection supports, etc.	Identification of student needs and development of shared data files through Google.30-60-90 day plan developed and monitored through our monthly cadence of accountability.	Admin Team; Teacher, Instructional Coach ; PLC Agenda and data file	\$0
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan	30-60-90 day plan developed and monitored through our monthly cadence of accountability.	All staff	\$8,000 Subs Title

Goal 1: Increase READING proficiency from 54% PD to 58% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction based on student needs.	Identification of student needs and development of priority Red Standards. Developing Plans for Reading Intervention Plans, Tier 3, Tier 2, and Tier 1 students.		
	KCWP 6 Establish Learning Culture and Environment	Positive Behavior Intervention System (PBIS)- creating and implementing Tier 1, Tier 2 and Tier 3 supports.	Development and implementation of a schoolwide system of safety and support. Behavioral Referrals, counseling referrals, Tier 1, Tier 2, and Tier 3 student data progress	All staff Admin Team	\$200 Title 1
		Additional staffing for behavior support will be utilized to provide support, proactive strategies and interventions through small group instruction.	Student data on behavior referrals; Increase in school climate and safety (School Indicator Score: KSA)	Admin Team, Teachers, and Staff	\$40,000 Title 1
		Leader In Me: (LIM)- improving school wide system of Leadership and cognitive skills for student support.	Implementation of a school wide system and staff Professional Development. Professional Development in LIM and Lighthouse Coaching Days, Committee Action	All staff Lighthouse Team	\$25,000 Title 1

Goal 1: Increase READING proficiency from 54% PD to 58% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Team Meetings, Lighthouse Team Meetings, notes		

2: State Assessment Results in science, social studies and writing

Goal 2: Increase the Proficiency of Science 29% PD to 38.6%, Social Studies 49% PD to 52%, and Writing from 47% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 24% PD to 38.6%, Social Studies 37% PD to 49.1%, and Writing from 45% PD to 53.2 % by May 2027.	KCWP 2 Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$200 Title 1
		Professional Development in writing strategies, teaching writing structures, and implementation.	PD participation, lesson plans, student writing samples	All staff	\$1,000 Title 1
		Professional Development in Science and Social Studies and implementation supports.	PD participation, lesson plans, student writing samples	All staff	\$1,000 Title 1
		Implementation of PLTW units in collaboration with STEAM teacher and homeroom teachers.	Lesson Plan	STEAM Teacher, Homeroom Teacher, and Instructional Coach.	\$1,000 General Funds
		Additional Science and Social Studies Resources -TCM Resources, Weekly Readers, Social Studies Weekly,	Lesson Plans	Admin Team, Classroom Teachers	\$5,000

Goal 2: Increase the Proficiency of Science 29% PD to 38.6%, Social Studies 49% PD to 52%, and Writing from 47% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Scholastic News, Mystery Science, Generation Genius, and other resources)			
	KCWP 4 Review, Analyze, and Apply Data	Data analysis gap group student will occur every 30 days in PLCs through 30, 60, 90 day planning; identification of red standards through MVPA, Mastery Connect, and other assessment measures, or data collection supports etc.	Identification of student needs and development of shared data files through Google.30-60-90 day plan developed and monitored through our monthly cadence of accountability.	Admin Team; Teacher, Instructional Coach ; PLC Agenda and data file	\$0
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title

Goal 2: Increase the Proficiency of Science 29% PD to 38.6%, Social Studies 49% PD to 52%, and Writing from 47% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Identification of gap students, tracking student progress in Science, Social Studies, and writing through classroom data collection.	Identification via Data Days and progress monitoring to provide Rtl and small guided group instruction.	Classroom teachers, RTI Teachers, Instructional Coach, and Admin Team	\$0
	KCWP 6 Establish Learning Culture and Environment	Leader In Me: (LIM)- improving school wide system of Leadership and cognitive skills for student support.	Implementation of a school wide system and staff Professional Development. Professional Development in LIM and Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes	All staff Lighthouse Team	\$25,000 Title 1

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 the reading proficiency for Disability 8% to 11.5% by May 2023.	KCWP 6 Establish Learning Culture and Environment	Family Resource Center and student programs to support and reduce barriers for learning.	Parent survey to determine supports needed. Acquisition and deployment of needed supports.	FRC Coordinator	\$73,000 Grant
		Additional staffing RTI teachers will be utilized to provide interventions through small group instruction.	Student growth RTI data- weekly progress monitoring: Fastbridge, STAR, and student progress monitoring of intervention.	Admin Team	\$150,000 Title
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All students performing below grade level will work with teacher to create and set goals for improvement.	Increase in student growth and proficiency levels (STAR/FASTBRIDGE)	Homeroom Teachers,Admin Team	\$0
	KCWP 2 Design & Deliver Instruction	Support Intervention Strategies for instruction, and instructional materials to meet the needs of students (LLI, RISE UP, ESS program, Origo, Building Fact Fluency, Orton Gillingham, Heggerty, Phonics, decodable readers, and others etc.)	Increase in student growth and proficiency levels (STAR), FastBridge	Interventionist, Teachers, Admin	\$5,000 Title 1
		SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$200 Title 1
		All students performing below grade level will work with teacher to create and set goals for improvement.	Increase in student growth and proficiency levels (STAR).	Homeroom Teachers	\$0

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 53.3 to 55%_ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 53.3 to 55% by 2027.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning/coaching for all teachers centered around developing English language	Desired Teacher Outcome: Improved teacher efficacy	Admin Team, Teachers, Instructional Coach	\$500

Goal 4: Increase the English Learner indicator from 53.3 to 55%_ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Student Outcome: Increased English proficiency		
	KCWP 2 Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$200 Title 1

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.7 to 80% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 74.7 to by 80% 2027.	KCWP 6 Establish Learning Culture and Environment	Leader In Me: (LIM)- Implementation a school wide system of Leadership and cognitive skills for student support.	Creating a school wide system and Professional Development. Professional Development in LIM Core 3 and Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes	All staff Lighthouse Team	\$25,000 Title 1
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title