



## 2023-2024 Phase Three: Comprehensive School Improvement Plan\_11212023\_14:03

2023-2024 Phase Three: Comprehensive School Improvement Plan

**Steeplechase Elementary School**

**Lisa Resing**

12000 Grand National Blvd.

Walton, Kentucky, 41094

United States of America

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## 2023-24 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 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. 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 Template](#).

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

## **ATTACHMENTS**

### **Attachment Name**

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CSIP

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.



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.

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 Brigance 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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP		.
 Key Elements		.