

23-24 Southside Elementary 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
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- 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
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - 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.

Our greatest area for weakness identified is our special education population for reading and our special education population for math.
65% of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to 48% of non-gap learners.
71% of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to 53% of non-gap learners.

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.

Collaboration and team planning between special education and general education classroom teachers to ensure rigor and standards are being met school wide. These conversations will lead to a larger teaching capacity and higher expectations for all students that will close gaps and contribute to higher student success.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	69.4	14.4
State Assessment Results in science, social studies and writing	70.1	13
English Learner Progress		
Quality of School Climate and Safety	82.5	7.1
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By May 2028, 70% of students at Southside Elementary will be proficient or distinguished in reading and mathematics as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, 58% of students will be proficient or distinguished in reading as measured by MAP.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self-reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources.		Title V Funds Title I Funds
Objective 2 By the Spring of 2024, 55% of students will be proficient or distinguished in mathematics as measured by MAP.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds

Goal 1 (State your reading and math goal.): By May 2028, 70% of students at Southside Elementary will be proficient or distinguished in reading and mathematics as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will also participate in videoed self reflection activities.			
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources.		Title V Funds Title I Funds

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

Goal 2 (State your science, social studies, and writing goal.): By the May 2028, 70% of students at Southside Elementary School will be proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, 26% of students will be proficient or distinguished in science as measured by the Spring KSA and classroom assessments.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island reports and reports from other technology resources.		Title V Funds- Title I Funds
Objective 2 By the Spring of 2024, 48% of students will be proficient or distinguished in social studies as measured by the Spring KSA and classroom assessments.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to	-Administration Walkthroughs		Title I Funds

Goal 2 (State your science, social studies, and writing goal.): By the May 2028, 70% of students at Southside Elementary School will be proficient or distinguished in science, social studies, and writing as measured by KSA assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Classroom assessments -Winter MAP data		
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island reports and reports from other technology resources.		Title V Funds- Title I Funds
Objective 3 By the Spring of 2024, 70 % of students will be proficient or distinguished in writing as measured by the Spring KSA and classroom assessments	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Finds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island reports and reports from other technology resources.		Title V Funds- Title I Funds

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 By the Spring of 2024, Southside Elementary will increase the percentage of students in the IEP subgroup scoring proficient/distinguished on reading KSA from 35% to 43%.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island reports and reports from other technology resources.		Title V Funds- Title I Funds
		Family Resource Center will support basic needs and attendance of students so students are here and ready to receive instruction	-FRYSC Coordinator reports -Parent/Student survey		District FRYSC Funds FRYSC State Funded Center Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PBIS will be implemented at the tier I and tier II level to ensure procedures are in place to support effective classroom instruction and social emotions wellness for all students. Students at risk for high levels behaviors will be provided additional supports.	-IC Tableau Behavioral Data -PBIS minutes and data -Parent/Student Survey		District Funds
Objective 2 By the Spring of 2024, Southside Elementary will increase the percentage of students in the IEP subgroup scoring proficient/distinguished on math KSA from 39% to 43%.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island reports and reports from other technology resources.		Title V Funds- Title I Funds
		Family Resource Center will support basic needs and attendance of students so students are here and ready to receive instruction	-FRYSC Coordinator reports -Parent/Student survey		District FRYSC Funds FRYSC State Funded Center Grant
		PBIS will be implemented at the tier I and tier II level to ensure procedures are in place to support effective classroom instruction and social emotions wellness for all students.	-IC Tableau Behavioral Data -PBIS minutes and data -Parent/Student Survey		District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students at risk for high levels behaviors will be provided additional supports.			
Objective 3 By the Spring of 2024, Southside Elementary will decrease the percentage of students with IEP subgroup scoring novice on Social Studies KSA from 46% to 40%.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staffing Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources.		Title V Funds Title I Funds
		Family Resource Center will support basic needs and attendance of students so students are here and ready to receive instruction	-FRYSC Coordinator reports -Parent/Student survey		District FRYSC Funds FRYSC State Funded Center Grant
		PBIS will be implemented at the tier I and tier II level to ensure procedures are in place to support effective classroom instruction and social emotions wellness for all students.	-IC Tableau Behavioral Data -PBIS minutes and data -Parent/Student Survey		District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students at risk for high levels behaviors will be provided additional supports.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2028, 70% of EL students at Southside Elementary will be proficient in reading and 70% will be proficient in math as measured by the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, 50% of EL students will be proficient or distinguished in reading as measured by MAP.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher	-Classroom assessments -Winter MAP data		District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and Extended School Services for small group instruction and KSI support.	-Classroom assessments -Winter MAP data		Title II Funds Title I Funds District Staffing Funds IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Lesson plans -Classroom assessments		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources.		Title V Funds Title I Funds
		EL Staff and EL Resource Support for EL Students	-NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources.		Title I Funds Title III Funds
Objective 2 By the Spring of 2024, 50% of EL students will be proficient or distinguished in math as measured by MAP.	KCWP 2: Design and Deliver Instruction	Differentiated small group instruction led by teacher			District Staff Funding
		Increasing collaboration of Title I staff, special education staff, CSRT and			Title II Funds Title I Funds District Staffing Funds

Goal 4 (State your English Learner goal.): By 2028, 70% of EL students at Southside Elementary will be proficient in reading and 70% will be proficient in math as measured by the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Extended School Services for small group instruction and KSI support.			IDEA B Funds ESS
		Teachers will participate in peer observations and have opportunities to make school visits to view high quality instruction and differentiation. Teachers will also participate in videoed self reflection activities.	-Classroom assessments -Winter MAP data		Title I Funds
		Guided Planning with a focus on excellent instructional strategies and standards based assessments	-Classroom assessments -Winter MAP data		District Staff Funding
		Teachers will utilize NWEA Pathway, Study Island, Lexia, and other highly rigorous technology resources on a daily basis to individualize and differentiate instruction.	-Administration Walkthroughs -Classroom assessments -Winter MAP data		Title V Funds Title I Funds
		EL Staff and EL Resource Support for EL Students	-Lesson plans -Classroom assessments		Title I Funds Title III Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2028, Southside Elementary will increase the climate and safety index score to 95 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the climate and safety score as measured by KSA will increase to 90.	KCWP 2: Design and Deliver Instruction	SRO will be present in schools and visit students during lunchtimes and special assemblies	-Parent/Student Survey -IC Tableau Behavioral Data		Title IV School Safety Funds
		Routine safety walkthroughs will be conducted to ensure	-Parent/Student Survey -IC Tableau Behavioral Data		Title IV School Safety Funds
		Student interviews	-Parent/Student Survey -IC Tableau Behavioral Data		District Staffing Funds
		School based mental health therapist will be present in the school to meet with kids as needed	-Parent/Student Survey -IC Tableau Behavioral Data		Mental Health Grant Title IV Funds
		Monthly counseling lessons in the library will address social and emotional needs of students	-Parent/Student Survey -IC Tableau Behavioral Data		District Staffing Funds
		Project Wisdom will be incorporated in daily announcements and as needed in other areas (Beyond the Infraction, etc.)	-Parent/Student Survey -IC Tableau Behavioral Data		District Funds
		Family Resource Center will support basic needs and attendance of students so students are here and ready to receive instruction	-FRYSC Coordinator reports -Parent/Student survey		District FRYSC funds FRYSC State Funded Center Grant
		PBIS will be implemented at the tier I and tier II level to ensure procedures are in place to support effective classroom instruction and social emotions wellness for all students. Students at risk for high levels	-IC Tableau Behavioral Data -PBIS minutes and data -Parent/Student Survey		District Funds

Goal 5 (State your climate and safety goal.): By 2028, Southside Elementary will increase the climate and safety index score to 95 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		behaviors will be provided additional supports.			
		Faculty will travel to the Ron Clark Academy in Atlanta, GA to gain knowledge for house system implementation school-wide.	-Parent/Student Survey -PBIS minutes and data		Title I, II
Objective 2 By the Spring of 2024, the climate and safety score reported by females as measured by KSA will increase to 80.	KCWP 2: Design and Deliver Instruction	SRO will be present in schools and visit students during lunchtimes and special assemblies	-Parent/Student Survey -IC Tableau Behavioral Data		Title IV Funds School Safety Funds
		Routine safety walkthroughs will be conducted to ensure	-Parent/Student Survey -IC Tableau Behavioral Data		Title IV Funds School Safety Funds
		Student interviews	-Parent/Student Survey -IC Tableau Behavioral Data		District Staffing Funds
		School based mental health therapist will be present in the school to meet with kids as needed	-Parent/Student Survey -IC Tableau Behavioral Data		Mental Health Grant Title IV Funds
		Monthly counseling lessons in the library will address social and emotional needs of students	-Parent/Student Survey -IC Tableau Behavioral Data		District Staffing Funds
		Project Wisdom will be incorporated in daily announcements and as needed in other areas (Beyond the Infraction, etc.)	-Parent/Student Survey -IC Tableau Behavioral Data		District Funds
		Family Resource Center will support basic needs and attendance of students so students are here and ready to receive instruction	-FRYSC Coordinator reports -Parent/Student survey		District FRYSC funds FRYSC State Funded Center Grant

Goal 5 (State your climate and safety goal.): By 2028, Southside Elementary will increase the climate and safety index score to 95 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PBIS will be implemented at the tier I and tier II level to ensure procedures are in place to support effective classroom instruction and social emotions wellness for all students. Students at risk for high levels behaviors will be provided additional support.	-IC Tableau Behavioral Data -PBIS minutes and data -Parent/Student Survey		District Funds