

Duff-Allen Central Elementary School's 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.

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.

Explanations/Directions

1. Proficiency Goal

Goal 1: By May 2024 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Elementary: from 51.4% proficient/distinguished to 75.7% in reading and from 29.2% proficient/distinguished in mathematics.

Middle School: from 62% proficient/distinguished to 81% in reading and from 47.5% proficient/distinguished to 73.8% in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2020 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:</p> <p>Elementary: Reading from 51.4% to 56.3% and Mathematics from 29.2% to 36.3%</p> <p>Middle School: Reading from 62% to 65.8% and Mathematics from 47.5% to 52.8%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.</p>	<ol style="list-style-type: none"> School will establish a vertical PLC process/team. This PLC team will study the <i>Clarity for Learning</i> by John Almarode and Kara Vandas, and the <i>The Teacher Clarity Playbook</i> by Fisher, Fryey, Amador, and Assof, to understand how to design and deploy standards. The PLC team will meet weekly to create learning intentions, success criteria, assessments, and feedback for a learning cycle. 	<ol style="list-style-type: none"> Lesson plans will include desired components of instructional plan determined in the vertical PLC meetings. Classroom observations will reveal effective implementation of the standards. PLC team leads will submit weekly agenda and minutes to administration team along with updates curriculum documents. 	<ul style="list-style-type: none"> 30-60-90 Day Plan monitored monthly by Administration Team (Highlight Method for Level of Implementation) Walkthrough Floyd County Coaching Document Shiple's PLC Systems Check III Shiple Teams Systems Check III Classroom Walkthrough and Evaluation feedback by Administration Team PLC Meeting minutes and agendas by teachers and Administration Team Cognia Domain #2 School Performance Level Standards (Learning) 	<p>SRCL Grant Funding</p> <p>Source:</p> <p>Clarity books \$2064.00</p> <p>Stipends \$4000.00</p>

2. Separate Academic Indicator

Goal 2: By May 2024 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the percentage of students scoring proficient/distinguished in writing, social studies, and science, across the school's grade spans, as follows:

Elementary: from 25% proficient/distinguished to 62.5% in writing, and from 27.1% proficient/distinguished to 63.6% in social studies, and from 15.2% proficient/distinguished to 57.6%.
 Middle School: from 34.3% proficient/distinguished to 67.2% in writing, from 67.6% proficient/distinguished to 83.8% in social studies, and from 21.4% proficient/distinguished to 60.7% in science.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2020 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the percentage of students scoring proficient/distinguished in writing, social studies, and science, across the school's grade spans, as follows:</p> <p>Elementary: from 25% proficient/distinguished to 32.5% in writing, and from 27.1% proficient/distinguished to 34.4% in social studies, and from 15.2% proficient/distinguished to 23.7%. Middle School: from 34.3% proficient/distinguished to 40.9% in writing, from 67.6% proficient/distinguished to 70.9% in social studies, and from 21.4% proficient/distinguished to 29.3% in science.</p>	<p>KCWP 1: Design and Deploy Standards Develop and implement a systematic approach to designing and deploying standards in order to continually assess, review, revise and receive support in the Kentucky Academic Standards.</p>	<ol style="list-style-type: none"> School will establish a vertical PLC process/team. Teachers will be trained in effective instructional strategies for writing, science, and social studies. Professional Learning Coordinator will seek content specific professional learning opportunities based on data from walkthroughs, surveys, and classroom longitudinal data. 	<ol style="list-style-type: none"> Lesson plans will include desired components of instructional plan determined in the vertical PLC meetings. Classroom observations will reveal effective implementation of the standards. PLC team leads will submit weekly agenda and minutes to administration team along with updates curriculum documents. Administrators will post curriculum documents on the school's website. 	<ul style="list-style-type: none"> 30-60-90 Day Plan monitored monthly by the Administration Team (Highlight Method for Level of Implementation) Classroom Walkthroughs and Evaluations data by Administration Team PLC Meeting minutes and agendas by teachers and Administration Team Cognia Domain School Performance Level Standards (all three domains) Shiple PLC Systems Check III Shiple Teams Systems Check III 	<p>General Fund: Annual Stipend for Vertical PLC Teacher Leader \$4000.00</p>

3. Achievement Gap

Goal 3: By May 2024 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will decrease the percentage of students within the consolidated student group, across the school’s grade spans, scoring novice, as:

Elementary: from 42.1% Novice to 21.1% in Reading and from 47.4% Novice to 23.9% in Mathematics.

Middle School: from 40.5% Novice to 20.3% in Reading and from 47.4% Novice to 23.9% in Mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2020 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will decrease the percentage of students within the consolidated student group, across the school’s grade spans, scoring novice, as:</p> <p>Elementary: from 42.1% Novice to 37.9% in Reading and from 47.4% Novice to 42.6% in Mathematics.</p> <p>Middle School: from 40.5% Novice to 20.3% in Reading and from 47.4% Novice to 23.9% in Mathematics.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Develop a process to ensure a uniform approach for examining and interpreting various data sources and effectively use data to determine priorities for individual student success.</p>	<ol style="list-style-type: none"> 1. The administration team will develop and deploy a data, grade level, multi-content PLC protocol with an effective cyclical process based on plan, do, study, act to analyze data. 2. The grade level PLC team will create action plans to address learning gaps, reteaching, plans to reassess, and supports/resources to reduce barriers to learning. 3. An MTSS team will be developed. 4. The MTSS team will meet monthly to analyze data, determine individual student educational/behavior and social emotional needs. 5. At the beginning of the school year, teachers will be trained on continuous classroom improvement strategies that include 	<ol style="list-style-type: none"> 1. Longitudinal data will indicate successful instruction of standards as evidenced by growth in performance levels for whole class. 2. Teachers will report success of reteaching, etc. by reporting to the group the following session. 3. Principals will maintain the PLC Weekly Wrap Up form to ensure that individual teachers’ needs are addressed and supported to foster student improvement. 	<ul style="list-style-type: none"> • 30-60 -90 Day Plan monitored monthly by the Administration Team (Highlight Method for Level of Implementation) • Weekly PLC meeting minutes and agendas by the teachers and Administration Team • PLC Weekly Wrap Up Form • Cognia Domain School Performance Level Standards (all three domains) • Shipley PLC Systems Check III • Shipley Teams Systems Check III • Shipley Classroom Systems Check II 	<p>SIF grant funding source: 10 Participant stipends for MTSS 1 day training \$2,214.50</p> <p>10 Participant stipends for monthly MTSS team meetings \$5,109.50</p> <p>Travel for MTSS 1 day training \$984</p> <p>Meals for MTSS training \$540</p> <p>Lodging for MTSS training \$2000</p> <p>26 participant stipends and books for 2 day Shipley training \$13,825.40</p>

		<p>setting class goals, conducting student/family conferences, students monitoring their own data, and students reflecting on effective instructional practices.</p> <p>6. At the end of each grading period (9 weeks), family/teacher conferences will be offered where students will participate in leading the discussion of their academic progress.</p> <p>7. Each semester, families will be surveyed to determine which resources they need/want that will enable them to support their child's interests and needs.</p> <p>8. Every other year, families will be invited to provide input in the development and revision of the school's mission, vision, and core beliefs.</p>	<p>4. Student-led conferences will increase the flow of two-way communication resulting in the decrease of novice-range scores.</p> <p>5. Number of parents/families participating in surveys and attending conferences will increase each grading cycle.</p>		
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4. Growth

Goal 4: By May 2024 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the rate of growth, across the school’s grade spans, as follows:

Elementary: from 39.8 to 69.9 in Reading and from 15.1 to 57.6 in Mathematics

Middle School: from 45.5 to 72.8 in Reading and from 41.7 to 70.9 in Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2020 and evidenced through state summative assessment results, Duff-Allen Central Elementary School will increase the rate of growth, across the school’s grade spans, as follows: Elementary: from 39.8 to 45.8 in Reading and from 15.1 to 23.6 in Mathematics Middle School: from 45.5 to 51 in Reading and from 41.7 to 47.5 in Mathematics.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Develop a process to ensure a uniform approach for examining and interpreting various data sources and effectively use data to determine priorities for individual student success.</p>	<ol style="list-style-type: none"> 1. The administration team will develop and deploy a data, grade level, multi-content PLC protocol with an effective cyclical process to analyze data. 2. The grade level PLC team will create action plans to address learning gaps, reteaching, plans to reassess, and supports/resources to reduce barriers to learning. 3. The school will create a Master Team Blueprint that outlines the 14 teams in order to foster stakeholder engagement to achieve the purpose and direction of the school. 4. The school will establish a Communication Team (a team from the Master Team Blueprint) and will be operational during the 20-21 school year. 5. The Communication Team will create a Family and Community 	<ol style="list-style-type: none"> 1. Longitudinal data will indicate successful instruction of standards as evidenced by growth in performance levels for whole class. 2. Teachers will report success of reteaching, etc. by reporting to the group the following session. 3. Principals will maintain the PLC Weekly Wrap Up form to ensure that individual teachers’ needs are addressed and supported to foster student improvement. 	<ul style="list-style-type: none"> • 30-60 -90 Day Plan monitored monthly by Administration Team (Highlight Method for Level of Implementation) • PDSA Action Plan monitored through 30/60/90 plan • Shipley School Systems Check Level II • Weekly PLC meeting minutes and agenda by Teachers and Administration Team • Cognia Domain School Performance Level Standards (all three domains) • Shipley PLC Systems Check III • Shipley Teams Systems Check III • Prichard Committee Objectives 	<p>\$0 No funding required</p>

		<p>Partnership Outreach Team to seek frequent, continuous authentic input from stakeholders.</p> <ol style="list-style-type: none">6. The Communication Team, in collaboration with the Family and Community Outreach Team, will create an action plan/policy based on stakeholder feedback and input that is collected frequently through surveys and meetings to ensure that families have input in the educational process and problem solving.7. This group will conduct stakeholder surveys, hold regular meetings, develop timelines, utilize the Missing Piece of the Proficiency Puzzle to determine strengths and areas of growth for the school year based on the Prichard Committee objectives and the school-level descriptors to foster continuous school improvement.8. Based on data collected from the above, the action plan will include ways to address needs expressed by the families which could include workshops, conferences, providing supports/resources to remove barriers to learning, and			
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		<p>equipping families with tools necessary to promote student/family success.</p> <p>9. Administration will create a Strategic Planning Committee (Part of the Master Team Blueprint and will be operational during the 20-21 school year) which includes representation from all stakeholder groups</p> <p>10. The Strategic Planning Committee will frequently collect data from a variety of sources: surveys from all stakeholders, professional learning needs, intervention, core content, related arts, counselor, special education, mental health, and FRYSC.</p> <p>11. After data from all stakeholder groups are collected and analyzed, the Strategic Planning Committee will determine criteria to allocate funding.</p> <p>12. The Strategic Planning Committee will create a Strategic Plan to allocate human, material, and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness.</p>			
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		13. The Strategic Plan will be shared with administrators and SBDM Council for approval before publishing for all stakeholders.			
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5: Other (Optional)

Goal 5: By May 2024 and as evidenced by the yearly attendance rate in Infinite Campus, Duff-Allen Central Elementary School will increase the percentage of attendance from 94.63% to 97%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2020 and as evidenced by the yearly attendance rate in Infinite Campus, Duff-Allen Central Elementary School will increase the percentage of attendance from 94.63% to 95.5%.</p>	<p>KCWP6: Establishing Learning Culture and Environment Establish an environment to support individual needs and ensure learning is at the optimal level.</p>	<ol style="list-style-type: none"> 1. Within the first two weeks of school, teachers will have each child complete an inventory focused on information about the child and their families. 2. The student inventory cards will be sorted into groups with common characteristics around cultural responsiveness. 3. Communications and informative sessions will be planned with students and parents to address needs of the students of each group based on information from the inventory cards. 4. A subcommittee of the Communication Team, the Public Relations (PR) Team, will be formed and will be operational during the 20-21 school year and will include community members, and family representatives. 5. The PR Team will survey families to determine preferred mode of communication and that mode will be utilized. 	<ol style="list-style-type: none"> 1. Decrease in unexcused absences through monitoring of data in IC 2. Increase in students/families participating in school functions 	<ul style="list-style-type: none"> • 30-60 -90 Day Plan monitored monthly by Administration Team (Highlight Method for Level of Implementation) • Cognia Domain School Performance Level Standards (all three domains) • MTSS data on attendance • Counselor Document • Shipley Teams Systems Check III • Prichard Committee Objectives • Kentucky Framework for Teaching Other Professionals, School Counselors, and Social Workers 	<p>\$0 No funding required</p>

		<ol style="list-style-type: none">6. The administration team, in collaboration with the PR Team, will develop a Communication Plan.7. The Communication Plan will be shared/published with all stakeholders that lists a variety of intentional two-way communication options available from teachers, administration, and other support services at the school and includes timelines to inform all stakeholders (in their preferred mode of communication) about events, supports, student progress, student recognition, and homework assignments, standards/curricula, and assessments.			
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