



2023-2024 Phase Three: Comprehensive School Improvement  
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2023-2024 Phase Three: Comprehensive School Improvement Plan

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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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 23-24 Key Elements

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.

The following strategies will be maintained as we continue to improve and move Lewis County Middle School to the top in the state. All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills. ELA consultant, Angela Hilterbrand will provide ELA teacher training on reading strategies for all grade levels to learn effective strategies for reading, writing, and usage mechanics LCMS will administer standards mastery, universal and diagnostic screenings regularly each year. Intervention teams will meet to discuss and develop plans for addressing student needs. Resource teachers will work with students on reading strategies and developmental reading. Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides. Resource teachers will work with students on math instruction.

Students in the GAP group will be placed in regular education classrooms for majority of day. Instructional materials for students receiving interventions will focus intensely on reading/writing strategies developed by school ELA consultant. Resource teachers and Para educators will work with students in GAP groups based on the requirement of their ILPs. Resource teachers will work individually with students labeled as disability as needed. Resource teachers work with students with disabilities to reinforce reading, vocabulary, and math skills. Students in the GAP group will be placed in intervention classes based upon student performance. New strategies that have been implemented are screening all students on their social and emotional wellness. Teachers and Admin will celebrate positive behaviors via ROAR T-shirts. Teachers will reward students for going beyond positive behavior expectations. Positive phone calls home. The target group identified is students with disabilities. Resource teachers and administrators are receiving professional learning on the Wilson reading program. Teachers will progress monitor each student to check for growth, adjustments will be made when needed. Wilson is a literacy program that is both researched-based and evidence-based therefore giving our students the added support needed for growth. The non-academic data identified attendance as an area that needs to be addressed in the target group. We

will work closely with the district DPP to reach out to families that have truant students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 Key Elements		.
 Comp. School Improvement Plan		.
 KDE Comp Improvement Plan		.