

## 2021-2022 East Bernstadt 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 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.

Goals and Objectives reflect measurable student achievement, and student achievement is determined by the processes, practices and conditions found within a school. We believe that all practices, processes and conditions are attributable to one or more of the Strategic Key Core Work Processes below:

- [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](#)

Once a strategy is identified, schools can begin to determine the actionable steps or classroom activities that will be undertaken to effectively address critical needs. These activities should be monitored quarterly for progress.

- [KCWP 1: Design and Deploy Standards Classroom Activities](#)
- [KCWP 2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP 3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP 4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP 5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP 6: Establishing Learning Culture and Environment Classroom Activities](#)

**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
<p>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.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>



1: Proficiency

Goal 1 (State your proficiency goal.): <b>By 2024, East Bernstadt Elementary School students will increase student achievement in math to 50.2% and in reading to 60.3% proficient/distinguished on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase student achievement in math to 50.8 % and in reading to 72.8 % proficient/distinguished on the Kentucky Summative Assessment.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  <b>By 2022 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 5 percentage points for elementary (35.2% to 40.2%) and middle (35.8% to 40.8%) in the area of math.</b>	<b>KCWP 4: Review, Analyze, Apply Data Results</b>	Develop a progress monitoring system to monitor standards mastery.  Develop and utilize a data analysis tool to monitor student work and classroom assessments.	Standards Mastery Checklist Simple Solutions Quiz Analysis IXL Standards Analysis Math Automaticity PLC Meetings	Classroom teachers Principal	ESSER Funding
	<b>KCWP 1: Design and Deploy Standards</b>	Standards clarity training and training on the 8 Mathematical Practices through partnership with SESC and CRSSA.	Formative and Summative Assessments MAP Assessment Kentucky Summative Assessment Scores PLC Meetings	Classroom teachers Principal	No funding needed
	<b>KCWP 2: Design and Deliver Instruction</b>	Implement the use of new math materials with fidelity to ensure mastery of content (Into Math K-1; Go Math; Simple Solutions) Daytime and after school tutoring with a focus on mathematics (fluid, flexible grouping)	Formative and Summative Assessments MAP Assessment Kentucky Summative Assessment Scores Lesson Plans Walkthroughs PLC Meetings	Classroom teachers Principal	ESSER Funding; Steele Reese Grant
<b>Objective 2</b>  <b>By 2022 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 5 percentage points for elementary (45.3% to 50.3%) and 4 percentage points for middle (60.8% to 64.8%) in the area of reading.</b>	<b>KCWP 1: Design &amp; Deploy Standards</b>	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks (assessments).	Standards Mastery Checklist Lesson Plans Formative and Summative Assessments MAP Assessment Kentucky Summative Assessment Scores Walkthroughs	Classroom teachers Principal	No funding needed
	<b>KCWP 4: Review, Analyze, and Apply Data</b>	Develop a tracking system for monitoring of student achievement progress by learning target and by standard. Daytime and after school tutoring (fluid, flexible grouping)	Standards Mastery Checklist Lesson Plans Assessments Formative and Summative Assessments MAP & KSA Scores PLC Meetings	Classroom teachers Principal	No funding needed
	<b>KCWP 2: Design and Deliver Instruction</b>	Schoolwide RACE strategy (restate, answer, cite evidence, explain) when responding in writing to a text. Blending lines/routines in primary. Simple Solutions lessons and quizzes. Small Group Instruction	Lesson Plans Assessments Formative and Summative Assessments MAP & KSA Scores Walk throughs PLC Meetings	Classroom teachers Principal	ESSER Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): **By 2024, East Bernstadt Elementary School students will increase student achievement in writing to 53.9% and in science to 44.2% proficient/distinguished on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase student achievement in science to 42.9% proficient/distinguished on the Kentucky Summative Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  <b>By 2022, East Bernstadt School will increase the percentage of students scoring proficient/distinguished by at least 5 percentage points for elementary (29.2% to 34.2%) and middle (27.9% to 32.9%) in the areas of science.</b>	<b>KCWP 1: Design and Deploy Standards</b>	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks (assessment).	Summative and Formative Assessments, Lesson plans, walk throughs, formal observations, routine IXL Formative Assessments with fidelity.	Classroom teachers Principal	GEAR Up Funds or District Funds for MAP Testing; ESSER Funds
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (note taking, graphic organizers, study guides, PIMSER for middle school and 4th/5th grade lead teacher, feedback, hands on instruction, classroom discussions) <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>	PLC collaboration, lesson plans, walk throughs; Pimser Collaboration to support science program improvement.	Classroom teachers Principal	No Funding needed
	<b>KCWP 2: Design and Deliver Instruction</b>	Ensure congruence is present between standards, learning targets, and assessment measures.	Analysis of student work (Summative and Formative Assessments), Lesson plans	Classroom teachers Principal	No Funding Needed
	<b>KCWP 4: Review, Analyze, and Apply Data Results</b>	Develop a progress monitoring system to monitor standards mastery for each student.  Develop and utilize a data analysis tool to monitor student work and classroom assessments.	Summative Assessments and Formative Assessments, KAC Science Checklists, IXL results, PLC Meetings	Classroom teachers Principal	No Funding Needed
<b>Objective 2</b>  <b>By 2022, East Bernstadt School will increase the percentage of students scoring proficient/distinguished by at least 5 percentage points for elementary (38.9% to 43.9%) in the areas of writing.</b>	<b>KCWP 1: Design and Deploy Standards</b>	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	PLC meetings, Formative and Summative Assessments, Writing (RTI), Writing portfolios Kentucky Summative Assessments Scores	Classroom teachers Principal	No funds needed
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the instruction of the standard, development, and gradual release phases, and arrival at standards mastery.	Lesson plans, curriculum pacing guides, Writing portfolios, Standards checklist, KAS scores	Classroom teachers Principal	No funds needed
	<b>KCWP 3: Design and Deliver Assessment Literacy</b>	Ensure that assessments are designed to best evaluate student learning (Learning target/Assessment match)	Lesson Plans, Formative and Summative Assessments, Student work samples, Writing portfolios	Classroom teachers Principal	No funds needed
	<b>KCWP 2: Design and Deliver Instruction</b>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Lesson plans reflecting the writing process, Curriculum Pacing Guides, Rubrics for feedback utilized	Classroom teachers Principal	No funds needed

**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
<p>Objective 1</p> <p><b>By 2022 East Bernstadt School will increase the percentage of students who are economically disadvantaged scoring proficient/distinguished by 5 percentage points for elementary (27% to 32%) and middle (29.6% to 34.6%) in the area of math.</b></p>	<p><b>KCWP 4: Review, Analyze, and Apply Data</b></p>	<p>Standards based Math Curriculum (GO! Math &amp; Into Math)</p> <p>Standards Based Math Simple Solutions Quizzes. Assess with formative and summative assessments that are aligned to the standards and learning targets.</p> <p>Utilize our FRYSC to reduce barriers for students and barriers.</p> <p>Target cultural differences through support services such as daytime and after school tutoring.</p>	<p>Standards Mastery Checklist, Analysis of Student Work FRYSC Logs Advisory Council Meetings ESS Records/Reports MAP Scores, KSA Scores</p>	<p>Classroom teachers FRYSC Director Principal</p>	<p>General Fund, GEAR UP</p>
<p>Objective 2</p> <p><b>By 2022 East Bernstadt School will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished by 5 percentage points for elementary (22.2% to 27.2%) and middle (34.8% to 39.8%) in the area of reading.</b></p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>CEC (Council for Exceptional Children) Conference, SESC trainings (Will receive further training on how to implement specially designed instruction more effectively in the resource setting.)</p>	<p>IEP Progress Data, Training Certificates/Documented changes to current practices, MAP data</p>	<p>Special Education Teachers Director of Special Education Regular Education Teachers Principal</p>	<p>CCEIS Funding</p>
	<p><b>KCWP 4: Review, Analyze and Apply Data</b></p>	<p>Collaborating with Regular Education teachers, Analyzing weekly assignment/assessments; During collaboration more attention will be given to re- teaching standards that were not met to mastery by students with disabilities.</p>	<p>Student performance on the mastery of the standard, Assessment data, Grades, MAP data, STAR Reading Test</p>	<p>Regular Education Teachers Director of Special Education Special Education Teachers Principal</p>	<p>No Funding Needed</p>
	<p><b>KCWP 5: Design, align and deliver support</b></p>	<p>PLC’s on a monthly basis with regular education teachers, CEC (Council for Exceptional Children) Conference, Initial and Annual ARC meetings, Collaborating with regular education teachers to increase communication between special education staff and regular education staff to ensure understanding and implementation of IEP accommodations and modifications.</p>	<p>Student modified work, grades, Daily work from students, work samples from classroom, MAP Data</p>	<p>Regular Education Teachers Director of Special Education Special Education Teachers Principal</p>	<p>No Funding Needed</p>

	<b>KCWP 1: Design and Deploy Standards</b>	For students with disabilities the alternate curriculum is in compliance with the current standards. Purchased middle school alternate curriculum and effectively implement existing alternate elementary curriculum in Reading, Writing, Math, Science, Social Studies, this Alternate Curriculum will be used for Elementary and Middle school students	Unit tests, Probes, Grades, KY Summative Assessment results, MAP Growth, Alternate Assessment data	Director of Special Education Special Education Teachers Regular Education Teachers Principal	ARP Funding
<b>Objective 3</b>  <b>By 2022 East Bernstadt School will increase the percentage of students with disabilities (IEP) scoring proficient/distinguished by 5 percentage points for elementary (18.5% to 23.5%) and middle (13% to 18%) in the area of math.</b>	<b>KCWP 2: Design and Deliver Instruction</b>	CEC (Council for Exceptional Children) Conference, SESC training (Will receive further training on how to implement specially designed instruction more effectively in the resource setting.)	IEP Progress Data, Training Certificates/Documented changes to current practices, MAP data	Director of Special Education Special Education Teachers Regular Education Teachers Principal	CCEIS Funding
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Collaborating with Regular Education teachers, Analyzing weekly assignment/assessments; During collaboration more attention will be given to re- teaching standards that were not met to mastery by students with disabilities.	Student performance on the mastery of the standard, Assessment data, Grades, MAP data	Director of Special Education Special Education Teachers Regular Education Teachers Principal	No Funding Needed
	<b>KCWP 5: Design, align and deliver support</b>	PLC's on a monthly basis with regular education teachers, CEC (Council for Exceptional Children) Conference, Initial and Annual ARC meetings, Consultation with regular education teachers; Increase communication between special education staff and regular education staff to ensure understanding and implementation of IEP accommodations and modifications.	Student modified work, grades, Daily work from students, work samples from classroom, MAP data	Director of Special Education Special Education Teachers Regular Education Teachers Principal	No Funding Needed
	<b>KCWP 1: Design and Deploy Standards</b>	For students with disabilities the alternate curriculum is in compliance with the current standards, We plan to purchase middle school alternate curriculum and effectively implement existing elementary curriculum in Reading, Writing, Math, Science, Social Studies, this Alternate Curriculum will be used for Elementary and Middle school students	Unit tests, Probes, Grades, KY Summative results, MAP Growth, Alternate Assessment data	Director of Special Education Special Education Teachers Regular Education Teachers Principal	ARP Funding



4: Growth

Goal 4 (State your growth goal.) **\*\*Based on student performance toward proficiency in Reading and Math: By 2024, East Bernstadt Elementary School students will increase proficient/distinguished in Reading and Math by 15% on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase proficient/distinguished in Reading by 12% and in Math by 15% proficient/distinguished on the Kentucky Summative Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><b>By 2022 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 5 percentage points for elementary and 4 percentage points for middle school in the area of reading.</b></p>	<p><b>KCWP 5: Design, Align, and Deliver Support</b></p>	<p>Create and monitor a “Watch List” for students performing below proficiency and target through programs such as Title I, ESS, and GEAR UP.</p> <p>Vertical curriculum alignment and instructional practices to build consistency and high expectations.</p> <p>Family engagement workshops designed to assist parents with strategies related to curriculum, content and skills.</p> <p>Gifted and talented coordinator will collaborate with regular classroom teachers to increase engagement of GT students through differentiated activities.</p>	<p>RTI Mentoring Program Formative and Summative Assessments MAP and KAS Scores Sign in sheets</p>	<p>Regular Education Teachers Principal GT Coordinator</p>	<p>Title I ESS GEAR UP</p>
	<p><b>KCWP 6: Establishing Learning Culture and Environment.</b></p>	<p>School counselor will incorporate Social and Emotional Learning curriculum to address the diversity and culture of the student population.</p>	<p>Lesson Plans Walk through data Master Schedule</p>	<p>School Counselor Principal</p>	<p>ESSER</p>
<p>Objective 2</p> <p><b>By 2022 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 5 percentage points for elementary and middle in the area of math.</b></p>	<p><b>KCWP 4: Review, Analyze, and Apply Data</b></p>	<p>Create intentional opportunities for students to receive and offer effective feedback during learning.</p> <p>Vertical curriculum alignment and instructional practices to build consistency and high expectations.</p> <p>Family engagement workshops designed to assist parents with strategies related to curriculum, content and skills.</p> <p>Gifted and talented coordinator will collaborate with regular classroom teachers to increase engagement of GT students through differentiated activities.</p>	<p>Formative &amp; Summative Assessment Data MAP Data</p>	<p>Regular Education Teachers Principal GT Coordinator</p>	<p>ESSER</p>
	<p><b>KCWP 6: Establishing Learning Culture and Environment.</b></p>	<p>School counselor will incorporate Social and Emotional Learning curriculum to address the diversity and culture of the student population</p>	<p>Lesson Plans Walk through data Master Schedule</p>	<p>School Counselor Principal</p>	<p>ESSER</p>

