

Comprehensive School Improvement Planning (CSIP) Phase Three: CSIP Goals for Semple Elementary, 2017-2018

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

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1: Proficiency/Growth/Gap/Transition Readiness Goals

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Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><i>Objective 1:</i> By May 2018, 35% of students in grades 3-5 will score at or above proficiency in reading and math combined.</p> <p><i>Objective 2:</i> By May 2018, there will be 10% decrease in novice for students in grades 3-5 in reading and math combined.</p>	<p><i>Strategy - KCWP 2: Design and Deliver Instruction</i></p> <p>All instructional staff will have an intentional focus on using best practices for PLCs as well as The Fundamental 5 along with best practices for Reading and Math to meet the academic and behavioral needs of our diverse student population.</p>	<p><i>Activity – Professional Learning Communities (PLCs)</i></p> <p>To provide equitable access, Grade-Level Teacher Teams meet at least once a week in PLCs to plan, create, analyze, and respond to student and school needs by using KY Common Core Standards and MAP Growth data to develop lessons, create common assessments, analyze data, and address needs for enrichment and interventions. (KCWP2)</p>	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$41000 General Fund
		<p><i>Activity – Tuesday Meetings and Professional Development</i></p> <p>To provide equitable access, Instructional Staff meet every Tuesday for professional development regarding best practices in Reading, Math, or The Fundamental 5 via presentations, book studies, video analysis, article review, discussion, and workshop using both vertically and horizontally aligned teams. Instructional Staff also participate in conference/workshop style professional development via our Semple Institute and Gold Day Conferences. Ongoing specialized PD for individual teachers and teams</p>	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0

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		includes coaching, modeling, consulting, and support being provided by our Goal Clarity Coach, Interventionists, Team Leads, Mentor Teachers, and District Support Staff. (KCWP2)			
		<i>Activity – RtI Data and Cycle Meetings</i> To provide equitable access, Instructional Staff use multiple points of student and school data including MAP Growth, BRIGANCE, Letter ID, Hearing and Recording Sounds in Words, DRA, End of Year Essential Skills Assessments, common formative assessments, DCAs, K-PREP, etc. to track student progress and growth. We meet weekly in PLCs which includes monthly Data Talks and quarterly RtI Cycle Meetings where we analyze the above data and plan for student enrichment and interventions after identifying students for specific tiers. We also display student and class data on a Data Wall to help with the “big picture” of student progress and growth at class, grade, and school levels throughout the school year. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0
		<i>Activity – Transition Readiness for Grades K, 3, and 5</i> To provide equitable access, BRIGANCE data, MAP Growth, DRA, and common formative and summative assessment data will be analyzed and used to support instruction for grades K-5. Incoming kindergarten students will be invited to participate in our Kindergarten Readiness Camp and our Back-to-School Bash. During Spring, our 2 nd and 3 rd Grade students will participate in literacy and math mini-assessments and learning activities to help with more intentional focus on development to help with transition from primary to intermediate grades. During Spring, our 5 th Grade Students will participate in a Day in the Life of a 6 th Grader as well as mini-assessments and learning activities to help with transition from elementary to middle school. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0
		<i>Activity – Balanced Literacy</i> To provide equitable access, Instructional Staff do PLC work to plan instruction, design assessments, and analyze student data in regards to literacy using KCAS, MAP Growth, district curriculum and resources, Journeys 2014, classroom sets of texts, The Next Step Forward in Guided Reading, and The Writing Strategies Book. Our school regularly has PD in	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Meers, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP	\$2500 Title I

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		literacy throughout the school year responding to teacher feedback and needs according to observation data. (KCWP2)		Growth, CFAs, and RtI	
		<i>Activity – Schoolwide Writing Plan</i> To provide equitable access, Instructional Staff will participate in a schoolwide writing plan using The Writing Strategies Book, specific writing strategies (SPAT, RUN CARS, etc.), writing units for narrative, informational/explanatory, and opinion with finished portfolio pieces, and on-demand writing that involves pre and post assessments of the above types of writing using Lucy Calkins' A Guide to the Common Core Writing Workshop. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Crabb, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$1500 Title I
		<i>Activity – Math Core Instruction Development</i> To provide equitable access, Instructional Staff do PLC work to plan instruction, design assessments, and analyze student data in regards to Math using KCAS, MAP GROWTH , district curriculum and resources, Math in Focus, and select math texts and resources. Our school regularly has PD in math throughout the school year responding to teacher feedback and needs according to observation data. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Ross, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$1500 Title I
		<i>Activity – Science and Social Studies Across the Curriculum</i> To provide equitable access, Teachers use science and social studies related texts while planning and teaching reading, writing, and math. This allows for additional exposure to science and social studies content throughout the school day. ILT and PLCs will create a scaffolded plan of prerequisite Essential Skills and Standards in Science and Social Studies for grades K-5 to be taught at each grade level. Teachers incorporate science and social students in Morning Work Stations as well as Afternoon Reflections on a daily basis. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Robinson, Quesada, Neal, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$1500 Title I
		<i>Activity – STEAM Lab</i> To provide equitable access, throughout the school year, students will participate in additional instruction in science, technology, engineering, art, and math via our STEAM Lab special area rotation. Our certified teacher creates mini-lessons, projects, and workshops that require deeper learning	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Quesada, All	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using	\$30000 Grant Funds

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		with hands-on STEAM activities customized for all ability levels. (KCWP2)	Teachers, Randle, Mozee, Williams, Travis	data from MAP Growth, CFAs, and RtI	
		<i>Activity – Focus Groups and Small Groups (Academic)</i> To provide equitable access, Instructional Staff use PLC and RtI work to create common formative assessments (CFAs) and then analyze MAP Growth and CFA data to create small academic groups as well as larger focus groups to re-teach or provide enrichment for specific literacy and math skills and concepts. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0
		<i>Activity – Instructional Leadership Team</i> To provide equitable access, Instructional Staff Leads will discuss and analyze student and school data to identify needed changes and next steps to support curriculum, instruction, and assessment which will then increase student achievement. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Team Leads, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$3200 General Fund
		<i>Activity – Family Literacy Night</i> To provide equitable access, each year in the Fall, parents are invited to attend Family Literacy Night via One Call Now and newsletters. Teachers organize stations for parents to attend so they learn different ways to support their children with literacy at home. Parents have the opportunity to explore various student-friendly activities and websites that support reading skills and strategies. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$2750 Title I
		<i>Activity – Family Math Night</i> To provide equitable access, each year in the Spring, parents are invited to attend Family Math Night via One Call Now and newsletters. Teachers organize stations for parents to attend so they learn different ways to support their children with math at home. Parents have the opportunity to	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers,	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using	\$1000 Title I

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		explore various student-friendly activities and websites that support math fluency and computation. (KCWP2)	Randle, Mozee, Williams, Travis	data from MAP Growth, CFAs, and RtI	
		<i>Activity – Student Recognitions</i> To provide equitable access, Instructional and Classified Support Staff recognize students daily and weekly by school announcements, positive phone calls home, or notes home for student growth in academics as well as making good behavior choices on the bus, in the cafeteria, classroom, hallways, etc. We also have a Student of the Month Program where students are recognized with a special lunch and award certificate. (KCWP2)	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being McGhee, Starks, Fuller, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0
		<i>Activity – Token Economy</i> To provide equitable access, Instructional and Classified Support Staff help to implement a school wide token economy where students receive Starbucks for going above and beyond what is expected of them behaviorally. We have a Star Store on the last Friday of every month so students can spend their Starbucks for various prizes and activities.	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being McGhee, Starks, All Teachers, Randle, Mozee, Williams	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0
		<i>Activity – Attendance Support</i> To provide equitable access, the Family Resource Coordinator will meet monthly with the Attendance Clerk and Truancy District Support to review students with attendance issues and develop ways to support families to increase attendance. Students will be recognized at end of each grading period for good attendance.	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Kissel, T. Anderson, Randle, Mozee, Williams	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$95500 General Fund
		<i>Activity – Health Awareness</i> To provide equitable access, our School Nurse will provide all teachers with a First Aid Kit to keep in their rooms to support students. She will also assist in any physical barriers our students face to support them throughout their instructional day. Our School Nurse will also help support our staff to	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being Richardson,	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using	\$45000 District Funds

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		stay fit and healthy promoting a positive culture within our school. She will present to parents during Open House about our Health Promotions School of Excellence Program. Our school further participates in Health Awareness for our students by having CALM as a special area rotation as well as during our schoolwide Morning Meeting throughout the school year.	Hutchinson, Stallings, Randle, Mozee, Williams	data from MAP Growth, CFAs, and RtI	
		<i>Activity – SRT Team</i> To provide equitable access, Instructional and Classified Support Staff on the SRT Team meet at least weekly to discuss behavior interventions for students with emotional and behavioral challenges. Supports are developed using the PBIS menu, and the PBIS Resource Teacher and Student Success Coach meet with teachers to implement strategies and track data.	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being McGhee, Starks, All Teachers, Randle, Mozee, Williams, Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$65000 District Funds
		<i>Activity – Social Skill Groups</i> To provide equitable access, Instructional and Classified Support Staff identify students during RtI, and then those students participate in social skill groups that support and encourage positive choices with behavior and interactions with others.	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being McGhee, Starks, All Teachers, Randle, Mozee, Williams	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$215000 General Fund
		<i>Activity – Parent Involvement and Feedback</i> To provide equitable access, parents complete the Comprehensive School Survey each year to provide feedback on the school. Parents also have multiple opportunities to be involved and provide feedback during parent-teacher conferences, Open House, Muffins with Mom, Donuts with Dad, Lunch and Learns, etc. We also have BOUNCE parent nights as well as communication through One Call Now and bi-weekly newsletters.	Objectives 1 and 2 being met for 2017-2018 with person(s) responsible being All Teachers, Randle, Mozee, Williams, and Travis	Quarterly Progress Monitoring by October 15, December 15, March 15, and May 15 using data from MAP Growth, CFAs, and RtI	\$0