

Menifee Central Comprehensive School Improvement Plan (CSIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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 district 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

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the district 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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: By 2025 Menifee Central will increase proficiency scores in reading and math for all students by 15% as measured by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2022, 55% of elementary students, 52.1% of middle school students will score at or above proficiency in reading.</p> <p>Objective 2: By May 2022, 44.1% of elementary, 38% of middle school students will score at or above proficiency in math.</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <ul style="list-style-type: none"> ● <i>Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i> ● <i>Enables students to take responsibility for their own learning</i> ● <i>Improves student motivation and enables students to be in control of their own learning</i> 	<ul style="list-style-type: none"> ● Grading Practices ● The clarity for learning focus ● Formative and summative practices ● ELA and Math Teacher Leader Cohorts(KRSSA) 	<ul style="list-style-type: none"> ● Progress on unit assessments ● Increase CASE21 data scores in reading by 10% ● Increase CASE21 data scores in math by 10% 	<ul style="list-style-type: none"> ● PLC meetings– analyzing assessment data focus on formative and summative ● Administrative Team Meetings to review data ● School Leadership Team – Review data ● Gradecam Monitoring ● Case 21 ● MTSS teams: SIT, School Level, District ● iReady reports ● Monitoring ESS student grades ● Quarterly Report 	<p>Kentucky Comprehensive Literacy Grant – PD SBDM Budget Title I – iReady District Funds GEAR UP – technology</p>

--	--	--	--	--	--

2: Separate Academic Indicator

Goal 2: By 2025, Menifee Central will increase scores in science, social studies, and writing for all students by 15% as measured by Kentucky Summative Assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, 20.9% of elementary and 14.3% of middle school students will score at or above proficiency in Science.	KCWP 3: Design and Deliver Assessment Literacy KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Grading Practices Clarity for learning focus Formative and summative practices 	<ul style="list-style-type: none"> Progress on unit assessments Increase CASE21 data scores in science by 10% 	<ul style="list-style-type: none"> Curriculum Pacing Timelines Lesson Plans Common Assessment CASE 21 Interim Assessments 	Title I – Study.com and SBDM: Kessler Science
Objective 2 By May 2022, 58% of elementary students and 62% of middle school students will score at or above proficiency in Social Studies.		<ul style="list-style-type: none"> Social Studies Cohort (KVEC) Revise Assessments 	<ul style="list-style-type: none"> Increased proficiency in social studies Increase CASE21 data scores in social studies by % 	<ul style="list-style-type: none"> Curriculum Pacing Timelines Lesson Plans Common Assessments 	Title I – Study.com SBDM – BrainPop
Objective 3 By May 2022, 46.6% of elementary students and 31% of middle school students will score at or above proficiency in on-demand writing.		<ul style="list-style-type: none"> Students in all grade levels will write daily. The literacy Team will share the writing plan and expectations 	<ul style="list-style-type: none"> Increased proficiency in writing 	<ul style="list-style-type: none"> Curriculum Pacing Timelines Lesson Plans District Writing Plan Monitoring 	Kentucky Comprehensive Literacy Grant – PD SBDM Budget-PD Title I – Purchase of journals, dry erase boards, lined paper

3: Growth

Goal 3: By May 2025, Menifee Central will increase the percentage of students scoring proficient or above by 15% by Kentucky Summative Assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2022, Menifee Central will increase the overall academic index by 5%.</p>	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> Student to a standard framework for tier 2 interventions. 	<ul style="list-style-type: none"> Increased student achievement 	<ul style="list-style-type: none"> Walkthrough Data ELEOT Observation data Lesson Plans Instructional Rounds iReady CASE 21 Common Assessments Visible Learning Displays Survey Results COLA – Principal and Assistant Principal Monthly Budgets Quarterly Report 	KYCL Grant SBDM Budget Title I – iReady

4: Achievement Gap

Goal 4: By May of 2025, Menifee Central will increase the number of demographically identified students scoring at or above proficiency by 15% by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Free and Reduced Lunch By May 2022, 50.7% of elementary and 46.5% of middle school students in the free/reduced lunch gap will score at or above proficiency in reading.</p>	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> MTSS Document Family Engagement Opportunities 	<ul style="list-style-type: none"> Increased student achievement in reading and math 	<ul style="list-style-type: none"> MTSS PLC Agendas, Notes and Minutes MTSS Data Tracker Quarterly Report SLT Agendas and Minutes Family Friendly Certification 	Save the Children – Accelerated Reader Program KYCL – PD Title I – iReady, Scholastic News and Study.com
<p>By May 2022, 42.3 % of elementary and 33.6% of middle school students in the</p>		<ul style="list-style-type: none"> Increased student achievement in 	<ul style="list-style-type: none"> GEAR UP – technology Title I – ESS Tutors 		

<p>free/ reduced lunch gap will score at or above proficiency in math</p> <p>Objective 2: Special Education</p>			<p>reading and math</p> <ul style="list-style-type: none"> School Assessment Tool (Kentucky Family and School Partnership Self-Assessment) 		<p>SBDM – BrainPop Save the Children – Accelerated Reader Program</p>
<p>By May 2022, 23.6% of elementary students and 25.2%, middle school students receiving special education services will score at or above proficiency in reading.</p> <p>By May 2022, 16.7% of elementary students and 22.6% of middle school students receiving special education services will score at or above proficiency in math.</p>	<p>KCWP 5: Design, Align, Deliver Support Services</p>	<ul style="list-style-type: none"> Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. 	<ul style="list-style-type: none"> Increased student achievement in reading and math Decreased number of special education students scoring novice in content areas 	<ul style="list-style-type: none"> MTSS PLC Agendas, Notes and Minutes MTSS Data Tracker Quarterly Report SLT Agendas and Minutes Special Education PLC Agendas and Minutes Lesson Plans Instructional Schedules IEP Goals Quarterly Report 	<p>KYCL – PD SBDM Budget Title I – iReady, Scholastic News and Study.com Title I – ESS Tutors SBDM – BrainPop</p>

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

Response: **Our school is currently not identified as a TSI school.**