

## Allen County Primary Center 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 goals for **elementary/middle schools** include the following:
  - 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
- 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
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

**Reading Proficiency:** ACPC has 38% of students proficient and distinguished on the Kentucky State Assessment (KSA) with an academic index of 57.0 in reading.

**Math Proficiency:** ACPC has 28% of students proficient and distinguished on the Kentucky Statement Assessment (KSA) with an academic index of 47.5 in math.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**Teacher Clarity:** Teacher clarity will be a focus for all grade levels at ACPC and districtwide. A strong emphasis on refining learning intentions and success criteria will be a priority and deepening teacher understanding of Kentucky Academic Standards. The use of protocols during PLCs to help teachers calibrate proficiency levels and utilize strong and weak work will also be a process throughout the district. Coaches at ACPC will assist teachers with designing standards-based units and including evidence-based practices.

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	52.3	-.6 Maintain
State Assessment Results in science, social studies and writing	N/A	N/A
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	77.3	1.1 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Reading and math proficiency at Allen County Primary Center will increase by 30 percentage points in reading and math by 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: The percentage of students scoring proficient and distinguished in reading will increase by 10 percentage points in the 2023-24 school year.</p> <p>3 Year Outlook:</p> <p>2023-24: 38% to 48%</p> <p>2024-25: 48% to 58%</p> <p>2025-26: 58% to 68%</p>	<p><b>Key Core Work Process 1:</b> Design and Deploy Standards</p>	<p>Teachers will develop specific grade level learning intentions and success criteria that are directly aligned with priority standards in reading.</p>	<p>Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations PLC Documents</p>	<p>Ongoing: PLCs monitored by instructional leadership team. Conduct weekly walkthroughs and review data (including lesson plans). Provided specific and targeted feedback to teachers who need additional support.</p>	N/A
		<p>Teacher clarity will be a focus of ACPC. A strong emphasis will be placed on the importance of posting learning targets and success criteria that are directly aligned to Kentucky Academic Standards. This information should in a visible location in the classroom and reference throughout the instruction process. Students should be able to articulate what they are learning, why they are learning it, and how they will know they are successful.</p>	<p>Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations</p>	<p>Guided planning will be offered with guidance from the instructional coaches to ensure fidelity of implementation.</p>	N/A
	<p><b>Key Core Work Process 2:</b> Design and Deliver Instruction</p>	<p>Teachers will work with district and school level coaches to ensure curriculum, resources, and materials are evidence based and aligned to the intent of the standards.</p>	<p>Unit Plans Lesson Plans Formative/Summative Assessments Samples Walkthrough Observations</p>	<p>Ongoing: PLCs monitored by instructional leadership team. Conduct weekly walkthroughs and review data (including lesson plans). Provided specific and targeted feedback to teachers who need additional support.</p>	<p>Title Funds, IAL Funds, ESSER funds</p>
		<p>Teachers will implement strategies that are evidence-based practices for deeper, student-center learning</p>	<p>PLC Agendas Unit Plans Lesson Plans</p>	<p>Ongoing: Instructional Leadership will monitor through PLCs and weekly walkthrough data.</p>	<p>Title Funds, IAL Funds, ESSER funds</p>

Goal 1 (State your reading and math goal.): Reading and math proficiency at Allen County Primary Center will increase by 30 percentage points in reading and math by 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(LETRS training, 96% Phonics, Wonders Curriculum, Kagan Engagement Strategies, Heggerty, and Project Based Learning).	Walkthrough Observations Professional Development		
	<b>Key Core Work Process 4:</b> Review, Analyze, and Apply Data	Teachers will review, analyze, and apply data from Mastery View, Fastbridge, and Summative Assessments to make informed decisions about instructional next steps.	Unit Plans Lesson Plans Formative/Summative Assessments Samples Walkthrough Observations	Ongoing: Instructional Leadership will monitor through PLCs and weekly walkthrough data.	Title Funds, IAL Funds, ESSER Funds
		Multiple assessments will be designed to provide meaningful feedback, analyzed to inform student needs, and determine reading interventions for students in tier 1, 2, and 3.	MTSS Intervention Data Assessment Data	Weekly: Monitored by principals, supported by CAP. Instructional Supervisor and coaches	ESS, Section 6, Title Funds, IAL
Objective 2: The percentage of students scoring proficient and distinguished in math will increase by 20 percentage points in the 2023-24 school year.  3 Year Outlook: 2023-24: 28% to 48% 2024-25: 48% to 58% 2025-26: 58% to 68%	<b>Key Core Work Process 1:</b> Design and Deploy Standards	Teachers will develop specific grade level learning intentions and success criteria that are directly aligned with priority standards in math.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations PLC Documents	Ongoing: PLCs monitored by instructional leadership team. Conduct weekly walkthroughs and review data (including lesson plans). Provided specific and targeted feedback to teachers who need additional support.	N/A
		Teacher clarity will be a focus of ACPC. A strong emphasis will be placed on the importance of posting learning targets and success criteria that are directly aligned to Kentucky Academic Standards. This information should in a visible location in the classroom and reference throughout the	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations	Guided planning will be offered with guidance from the instructional coaches to ensure fidelity of implementation.	N/A

Goal 1 (State your reading and math goal.): Reading and math proficiency at Allen County Primary Center will increase by 30 percentage points in reading and math by 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction process. Students should be able to articulate what they are learning, why they are learning it, and how they will know they are successful.			
	<b>Key Core Work Process 2:</b> Design and Deliver Instruction	Teachers will work with district and school level coaches to ensure curriculum, resources, and materials are evidence based and aligned to the intent of the standards.	Unit Plans Lesson Plans Formative/Summative Assessments Samples Walkthrough Observations	Ongoing: PLCs monitored by instructional leadership team. Conduct weekly walkthroughs and review data (including lesson plans). Provided specific and targeted feedback to teachers who need additional support.	Title Funds, RLI Funds, ESSER Funds
		Teachers will implement strategies that are evidence-based practices for deeper, student-center learning (Structures for Math Class- HCPSS, Number Sense Routines, Open Up, Math in Practice, Kentucky Center for Mathematics, Number Talks, Illustrative Math).	PLC Agendas Unit Plans Lesson Plans Walkthrough Observations Professional Development	Ongoing: Instructional Leadership will monitor through PLCs and weekly walkthrough data.	MAF Funds, RLI Funds, ESS
	<b>Key Core Work Process 4:</b> Review, Analyze, and Apply Data	Teachers will review, analyze, and apply data from Mastery View, Fastbridge, and Summative Assessments to make informed decisions about instructional next steps.	Unit Plans Lesson Plans Formative/Summative Assessments Samples Walkthrough Observations	Ongoing: Instructional Leadership will monitor through PLCs and weekly walkthrough data.	MAF Funds, RLI Funds, ESS
		Multiple assessments will be designed to provide meaningful feedback, analyzed to inform student needs, and determine reading interventions for student in tier 1, 2, and 3.	MTSS Intervention Data Assessment Data	Weekly: Monitored by principals, supported by CAP. Instructional Supervisor and coaches	MAF Funds, RLI Funds, ESS

## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): N/A for ACPC					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

## 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
Objective 1: The percentage of students with disability scoring proficient and distinguished in reading will increase by 20 percentage points in the 2023-24 school year.	<b>Key Core Work Process 2:</b> Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence-based strategies for meeting the needs of students qualifying for special education services.	Professional Learning Agendas  Attendance Rosters	Weekly: School and district walkthroughs  PLCs	N/A
	<b>Key Core Work Process 4:</b> Review, Analyze, and Apply Data	PLCs and data teams will monitor the progress of each student to determine what next steps best fit student needs. Calibration protocols will be used to identify strong and weak models of work, developing high expectations of proficiency for all students. Instruction will be differentiated based on student	Mastery View Reports Fastbridge Progress Monitoring Walkthroughs, PLC Team Meeting Minutes	Weekly: Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data to inform instructional next steps.			
Objective 2: The percentage of students with disability scoring proficient and distinguished in math will increase by 15 percentage points in the 2023-24 school year.	<b>Key Core Work Process 2:</b> Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence-based strategies for meeting the needs of students qualifying for special education services.	Professional Learning Agendas  Attendance Rosters	Weekly: School and district walkthroughs PLCs	N/A
		Teachers will focus on building a culture of number sense, high-engagement techniques, and research-based strategies to make meaning of the math in a conceptual, abstract to concrete approach (manipulatives, graphic organizers, and visuals).	Unit Plans Faculty Meeting Agendas PLCs Fastbridge data KSA data	Weekly: School and district walkthroughs PLCs	N/A
	<b>Key Core Work Process 4:</b> Review, Analyze, and Apply Data	PLCs and data teams will monitor the progress of each student to determine what next steps best fit student needs. Calibration protocols will be used to identify strong and weak models of work, developing high expectations of proficiency for all students. Instruction will be differentiate based on student data to inform instructional next steps.	Mastery View Reports Fastbridge Progress Monitoring Walkthroughs, PLC Team Meeting Minutes	Weekly: Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 100% of all English Language Learners at ACPC will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English Language Learners will demonstrate annual growth of 15% points toward their composite score as reported on the ACCESS assessment.	<b>Key Core Work Process 2:</b> Design and Deliver Instruction	All teachers, coaches, and school level administrators will be trained in Gold Standard PBL design. This allows our English Language Learners to engage in collaboration, and demonstrate speaking and listening skills from various English speakers daily.	PBL 101 Attendance Rosters and Onboarding Rosters	June 2024: Principals will monitor lesson plans and classroom observations to ensure focus on EL students	ARP ESSER
		Teachers are designing and delivering instruction around the Profile of the Patriot competencies to build character and strengthen students' overall social and emotional skills.	Unit Plans Lesson Plans	Weekly: Principals will monitor lesson and unit plans. Coaches will support teachers in understanding and implementing best practices.	N/A

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): Allen County Primary Center will meet or exceed a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The Quality of School Climate and Safety Survey will increase by 1.6% to 80% by May 2024.	<b>Key Core Work Process 4:</b> Review, Analyze, and Apply Data	Social-emotional screeners through Fastbridge will be used to identify student needs and determine interventions with CAP Teams and behavior specialists.	Screener Data	Bi-weekly: Principals, teachers, CAP teams will monitor behavior data	ESSER, Title Funds
3 Year Outlook:  2023-24: 77.3% to 80% 2024-25: 80% to 82.5% 2025-26: 82.5% to 85%	<b>Key Core Work Process 6:</b> Establish a Learning Culture and Environment	School leadership teams will review Quality of School Climate and Safety data and determine next steps and identify priorities.	Staff satisfaction will increase staff will have a clear understanding of what it means to be a teacher in ACS, staff	Monthly: Principals will communicate about the work happening in ACPC.	ESSER, Title Funds



Goal 5 (State your climate and safety goal.): Allen County Primary Center will meet or exceed a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			can articulate clear connections between the work happening in the district.		

**6: Postsecondary Readiness (High School Only)**

Goal 6 (State your postsecondary goal.): N/A for ACPC					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

**7: Graduation Rate (High School Only)**

Goal 7 (State your graduation goal.): N/A for ACPC					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

**8: Other (Optional)**

Goal 8 (State your separate goal.): N/A for ACPC

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					