

2022-2023 Comprehensive School Improvement Plan (CSIP)

School:	Klondike Lane Elementary School
Principal:	Mark Boyer

1: PROFICIENCY - State Assessment Results in reading and mathematics

Goal 1 Proficiency in Reading and Math (State your long-term reading and math goal.):					
Reading: By May of 2025, all students will increase in student achievement in KSA Reading from 32.0 (May 2022) to 52.8 .					
Math: By May of 2025, all students will increase in student achievement in KSA Math from 22.0 (May 2022) to 40.6 .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading: By May of 2023, all students will increase in student achievement in KSA Reading from 32.0 to 47.5 . Math: By May of 2023, all students will increase in student achievement in KSA Math from 22.0 to 34.0 .	System 1 Improvement Continuum: Standards and Curriculum Implementation	The school has a clear protocol for deconstructing standards. The recommended district protocol is here: Deconstructing a Standard and Developing Learning Targets	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.	N/A
		Every school and PLC works to clearly identify the actions necessary for every student to have access to grade-level priority standards. (RE, BP)			N/A
	System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning	Schools have a commitment to collaboration, and professional learning and development for ALL teachers. (RE, BP, CC)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.	N/A
		PLCs collaboratively plan engaging learning experiences that align with Priority Standards, ensure cultural competency, require students to think critically, use all SuccessSkills,			N/A

Goal 1 Proficiency in Reading and Math (State your long-term reading and math goal.):

Reading: By May of 2025, all students will increase in student achievement in **KSA Reading** from **32.0** (May 2022) to **52.8**.

Math: By May of 2025, all students will increase in student achievement in **KSA Math** from **22.0** (May 2022) to **40.6**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and result in Backpack artifacts. (RE, BP, CC)			
	System 5 Improvement Continuum: Academic and Behavioral Supports	Schools should utilize appropriate high-yield practices evidenced in the MTSS Toolkits to enhance and engage students in learning. (RE, BP, CC)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.	N/A
		Schools and PLCs commit to a strong System 1 and 3 before successfully implementing System 5, Multi-tiered System of Support Plan. (RE, BP)			N/A
Objective 2: Reading: By May of 2024, all students will increase in student achievement in KSA Reading from 47.5 to 58.0 . Math: By May of 2024, all students will increase in student achievement in KSA Math from 34.0 to 37.3 .	System 2 Improvement Continuum: Effective Use of Data	Every school/PLC has a deep commitment to using data to monitor individual student progress on Priority Standards, and to drive school-wide decisions. (RE, BP, CC)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.	N/A
		PLCs/schools monitor individual and grade-level progress on Priority Standards. (RE, BP)			N/A
		System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning	PLCs provide a variety of assessments and routes for students to demonstrate mastery of standards. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.

Goal 1 Proficiency in Reading and Math (State your long-term reading and math goal.):

Reading: By May of 2025, all students will increase in student achievement in **KSA Reading** from **32.0** (May 2022) to **52.8**.

Math: By May of 2025, all students will increase in student achievement in **KSA Math** from **22.0** (May 2022) to **40.6**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLCs use the district’s PLC Framework to drive the professional learning process. (RE, BP)	results, NWEA MAP results, assessment analysis		N/A

2: SEPARATE ACADEMIC INDICATOR - State Assessment Results in science, social studies and writing

Goal 2 (State your long-term science, social studies, and writing goal.):

Writing: By May of 2025, all students will increase in student achievement in **KSA Writing** from **24.0** (May 2022) to **48.1**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Writing: By May of 2023 , all students will increase in student achievement in KSA Writing from 24.0 to 42.4 .	System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning	PLCs use the district’s PLC Framework to drive the professional learning process. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in writing instruction.	N/A	
		PLCs provide a variety of assessments and routes for students to demonstrate mastery of standards. (RE, BP)			N/A	
	System 4 Improvement Continuum: Progress Monitoring and Analysis of Student Work	PLCs are firmly committed to using the PLC Framework to continuously monitor student progress towards mastery of Priority Standards and determine next steps. (RE,BP)			Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	N/A
		PLCs use district-recommended protocols to analyze the quality of a student's work for grade-level Priority Standard alignment and PLC team member collaboration. (RE,BP, CC)				N/A
Objective 2 Writing: By May of 2024 , all students will increase in student achievement in KSA Writing from 42.4 to 45.2 .	System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning	PLCs use the district’s PLC Framework to drive the professional learning process. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in writing instruction.	N/A	
		PLCs provide a variety of assessments and routes for			N/A	

Goal 2 (State your long-term science, social studies, and writing goal.):

Writing: By May of 2025, all students will increase in student achievement in **KSA Writing** from **24.0** (May 2022) to **48.1**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students to demonstrate mastery of standards. (RE, BP)	results, NWEA MAP results, assessment analysis		
	System 4 Improvement Continuum: Progress Monitoring and Analysis of Student Work	PLCs use common summative assessments to measure student mastery of Priority Standards while taking into account that students may need multiple ways to demonstrate mastery. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math/ELA instruction.	N/A
		PLCs use district-recommended protocols to analyze the quality of a student's work for grade-level Priority Standard alignment and PLC team member collaboration. (RE,BP, CC)			N/A

3: ACHIEVEMENT GAP

NOTE: KRS 158.649 requires yearly targets but not long term goals for achievement gaps.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading: By May of 2023, Black students will increase in student achievement in KSA Reading from 33.0 to 38.3 .	System 1 Improvement Continuum: Standards and Curriculum Implementation	Every school and PLC works to clearly identify the actions necessary for every student to have access to grade-level priority standards. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA instruction.	Title I Family / Community Involvement \$3,000
		Schools are committed to a standards-based and culturally responsive approach to instruction in every class and content area. (RE, BP, CC)			N/A
	System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning	PLCs use the ARE tool to ensure cultural responsiveness and equitable instruction. (RE, BP)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA instruction.	N/A
		PLCs collaboratively plan engaging learning experiences that align with Priority Standards, ensure cultural competency, require students to think critically, use all SuccessSkills, and result in Backpack artifacts. (RE, BP, CC)			N/A
	System 5 Improvement Continuum: Academic and Behavioral Supports	Schools should utilize appropriate high-yield practices evidenced in the MTSS Toolkits to enhance and engage students in learning. (RE, BP, CC)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA instruction.	Title I Family / Community Involvement \$2,000
		Supports for students to attain mastery in grade level Priority Standards should come with in-class, differentiated acceleration			N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies and/or additional learning time outside of school. (RE, BP, CC)			
<p>Objective 2 Math: By May of 2023, Black students will increase in student achievement in KSA Math from 18.0 to 24.5.</p>	<p>System 1 Improvement Continuum: Standards and Curriculum Implementation</p>	<p>Schools are committed to a standards-based and culturally responsive approach to instruction in every class and content area. (RE, BP, CC)</p>	<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math instruction.</p>	N/A
		<p>The school has a clear protocol for deconstructing standards. The recommended district protocol is here: Deconstructing a Standard and Developing Learning Targets</p>			N/A
	<p>System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning</p>	<p>PLCs use the ARE tool to ensure cultural responsiveness and equitable instruction. (RE, BP)</p>	<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in math instruction.</p>	N/A
		<p>PLCs collaboratively plan engaging learning experiences that align with Priority Standards, ensure cultural competency, require students to think critically, use all SuccessSkills, and result in Backpack artifacts. (RE, BP, CC)</p>			N/A

4: ENGLISH LANGUAGE LEARNER PROGRESS

Goal 4 (State your long-term English Learner goal.):

Reading: By May of 2025, English Learner students will increase in student achievement in **KSA Reading** from **26.1** (May 2022) to **31.1**.

Math: By May of 2025, English Learner students will increase in student achievement in **KSA Math** from **26.1** (May 2022) to **31.1**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
<p>Objective 1</p> <p>Reading: By May of 2023, English Learner students will increase in student achievement in KSA Reading from 26.1 to 27.3.</p> <p>Math: By May of 2023, English Learner students will increase in student achievement in KSA Math from 27.3 to 31.1.</p>	<p>System 1 Improvement Continuum: Standards and Curriculum Implementation</p>	<p>The school’s grading policy and student supports reflect a commitment to mastery of standards and equity. (RE, BP)</p>	<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA/math instruction.</p>	N/A				
		<p>Schools are committed to a standards-based and culturally responsive approach to instruction in every class and content area. (RE, BP, CC)</p>			N/A				
	<p>System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning</p>	<p>PLCs provide a variety of assessments and routes for students to demonstrate mastery of standards. (RE, BP)</p>			<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA/math instruction.</p>	N/A		
		<p>PLCs collaboratively plan engaging learning experiences that align with Priority Standards, ensure cultural competency, require students to think critically, use all SuccessSkills, and result in Backpack artifacts. (RE, BP, CC)</p>					N/A		
	<p>System 5 Improvement Continuum: Academic and Behavioral Supports</p>	<p>Schools and PLCs commit to a strong System 1 and 3 before successfully implementing System 5, Multi-tiered System of Support Plan. (RE, BP)</p>					<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal:</p>	N/A

<p>Goal 4 (State your long-term English Learner goal.):</p> <p>Reading: By May of 2025, English Learner students will increase in student achievement in KSA Reading from 26.1 (May 2022) to 31.1.</p> <p>Math: By May of 2025, English Learner students will increase in student achievement in KSA Math from 26.1 (May 2022) to 31.1.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Schools commit to providing in-class instructional supports for students including intervention, remediation, and acceleration. Students should not be removed from in-person instruction for interventions. (RE, BP, CC)	tool template, KSA results, NWEA MAP results, assessment analysis	Analyze trends in ELA/math instruction.	Title I \$10,000
<p>Objective 2</p> <p>Reading: By May of 2024, English Learner students will increase in student achievement in KSA Reading from 26.1 to 27.3.</p> <p>Math: By May of 2024, English Learner students will increase in student achievement in KSA Math from 27.3 to 31.1.</p>	<p>System 1 Improvement Continuum: Standards and Curriculum Implementation</p>	Every school and PLC works to clearly identify the actions necessary for every student to have access to grade-level priority standards. (RE, BP)	<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA/math instruction.</p>	N/A
		Schools are committed to a standards-based and culturally responsive approach to instruction in every class and content area. (RE, BP, CC)			N/A
	<p>System 3 Improvement Continuum: Collaboration, Planning, & Instructional Practices for Deeper Learning</p>	PLCs use the district's PLC Framework to drive the professional learning process. (RE, BP)	<p>Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis</p>	<p>Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA/math instruction.</p>	N/A
		PLCs collaboratively plan engaging learning experiences that align with Priority Standards, ensure cultural competency, require students to think critically, use all SuccessSkills, and result in Backpack artifacts. (RE, BP, CC)			N/A

Goal 4 (State your long-term English Learner goal.):

Reading: By May of 2025, English Learner students will increase in student achievement in **KSA Reading** from **26.1** (May 2022) to **31.1**.

Math: By May of 2025, English Learner students will increase in student achievement in **KSA Math** from **26.1** (May 2022) to **31.1**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	System 5 Improvement Continuum: Academic and Behavioral Supports	Schools should utilize appropriate high-yield practices evidenced in the MTSS Toolkits to enhance and engage students in learning. (RE, BP, CC)	Direct Measure: Writing effective CFAs as measured by AIC, Assistant Principal, or Principal, PLC planning tool template, KSA results, NWEA MAP results, assessment analysis	Weekly Principal Reflection; ILT Goal: Analyze trends in CFA use, PLC minutes, Walkthroughs, FSR, MTSS agendas and students plans, Goal: Analyze trends in ELA/math instruction.	N/A
Supports for students to attain mastery in grade level Priority Standards should come with in-class, differentiated acceleration strategies and/or additional learning time outside of school. (RE, BP, CC)		Title I \$10,000			

5: QUALITY OF SCHOOL CLIMATE AND SAFETY

Goal 5 (State your long-term climate and safety goal.):					
QSCS: By May of 2025 , all students will strongly agree that Students being mean or hurtful to other students is NOT a problem for this school from 47.0 (May 2022) to 62.56 .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 QSCS: By May of 2023 , all students will strongly agree that Students being mean or hurtful to other students is NOT a problem for this school from 47.0 to 51.7 .	System 2 Improvement Continuum: Effective Use of Data	School’s use a vital signs protocol at least three times a year to monitor school-wide progress. (RE, BP, CC)	CSS Results, Attendance Data, Behavior Data, Survey results	FSR, Vital Signs, Weekly Principal Reflection, walkthroughs	N/A
		Goals with data should be established and monitored for backpack, attendance, behavior, transition readiness, and culture and climate (ie CSS, survey data). (RE, BP, CC)			N/A
	System 5 Improvement Continuum: Academic and Behavioral Supports	Schools are committed to creating Trauma Informed Care teams to support all students and staff. (RE, CC)	CSS Results, Attendance Data, Behavior Data, Survey results	FSR, Vital Signs, Weekly Principal Reflection, walkthroughs	N/A
		School teams commit to meeting at least bi-monthly for the purpose of reviewing attendance, behavior and academic data, with an intense focus on issues of disproportionality. (RE, CC)			N/A
Objective 2 QSCS: By May of 2024 , all students will strongly agree that Students being mean or hurtful to other students is NOT a problem for this school from 51.7 to 56.87 .	System 2 Improvement Continuum: Effective Use of Data	There is a racial equity focus in the analysis of the data and in the goals established. (RE, BP, CC)	CSS Results, Attendance Data, Behavior Data, Survey results	FSR, Vital Signs, Weekly Principal Reflection, walkthroughs	N/A
		Goals with data should be established and monitored for backpack, attendance, behavior, transition readiness, and culture			N/A

Goal 5 (State your long-term climate and safety goal.):					
QSCS: By May of 2025 , all students will strongly agree that Students being mean or hurtful to other students is NOT a problem for this school from 47.0 (May 2022) to 62.56 .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and climate (ie CSS, survey data). (RE, BP, CC			
	System 5 Improvement Continuum: Academic and Behavioral Supports	Schools are committed to the implementation of an effective school-wide PBIS (MTSS) plan. (RE, CC)	CSS Results, Attendance Data, Behavior Data, Survey results	FSR, Vital Signs, Weekly Principal Reflection, walkthroughs	N/A

ALL SCHOOLS: 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.

This year, due to the newly released KSA data and goals, we are maintaining our focus on establishing Professional Learning Communities (PLCs). The PLC process is not new to our school and faculty, but there are opportunities to improve the fidelity of the process across all content areas. Klondike Lane will focus on the PLC framework outlined by the district. This involves the implementation of the six essential systems for a strong learning climate. In PLCs, we will design instruction that focuses on the essential standards in each content area. School PLCs will use the district provided essential standard(s) chart to deconstruct standards to establish clear learning goals. The learning goals will be used to develop an assessment plan to measure learning before, during, and after instruction. Assessment data will be disaggregated by student groups to identify trends and assess learning by student and standard. During the initial planning of instruction, PLC teams will plan instruction using the Affirming Racial Equity (ARE) tool and plan tiered instruction to be responsive to students' learning. The PLC teams will be supported by the school instructional coaches and school leadership to provide ongoing feedback and coaching.

Klondike Lane will remain committed to developing a school learning climate that builds strong peer and adult relationships. Our faculty will continue implementing the OLWEUS Bullying Prevention Program, Positive Behavior Interventions and Supports (PBIS), Trauma-Informed Care (TIC), and the restorative practice model. Klondike Lane Multi-Tiered System of Support (MTSS) teams and behavior teams will review data to plan preventative and responsive supports during the school year. We will continue implementing a strong guidance program and create opportunities to provide additional support in small groups and independently.