



2021-2022 Phase Three: Comprehensive School Improvement
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2021-2022 Phase Three: Comprehensive School Improvement Plan

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

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.

Math and reading continue to be areas of concern. Students are consistently scoring below average in both reading in math in most grade levels. The objective that elementary students scoring proficient/distinguished will increase in reading from 29.2% to 40% and middle school students will increase from 50% to 55% is the primary focus. This is also an objective for the gap groups. The objective is that elementary gap groups with IEPs will increase in reading to 45% and middle school will increase to 55%. This will be addressed by using the various strategies to design and deliver instruction (KCWP2, KCWP3, KCWP5, kcwp6). Ability grouping with cooperative learning embedded in instruction and tracking student progress on

formative and summative assessments. Staff will have work days and PLCs to analyze data to identify strengths and weaknesses in student achievement and instruction (KCWP4). Student MAP data will be charted and tracked at each testing (fall, winter, and spring) to monitor student progress, in order to ensure student success. All students will be RTI classes, which are based upon each individual students MAP test, in order to provide resources and support needed. to increase student performance. RTI groups are reassessed after each MAP session, in order to track student progress and need in all content areas. Another objective is for elementary students scoring proficient/distinguished will increase in math from 29.2% to 40% and middle school students will increase from 28.1% to 40%. This will be achieved by various strategies and progress monitoring by the teacher. MAP data will be used to place students in appropriate RTI groups to support and provide resources to increase student achievement. The achievement Gap objective for both elementary and middle school math is to increase by 40%.

ATTACHMENTS

Attachment Name

 2021-2022 Comprehensive School Improvement Plan.Frakes School

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon, as identified in the Needs Assessment for Schools, 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.*).

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](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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. 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.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 Comprehensive School Improvement Plan.Frakes School		.