



2024-2025 Phase Three: Comprehensive School Improvement Plan_12102024_14:39

2024-2025 Phase Three: Comprehensive School Improvement Plan

Dry Ridge Elementary
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2024-2025 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establish Learning Environment and Culture](#)

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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 \(CSIP\) Template](#).

- b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name



Dry Ridge Elementary CSIP

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.

Maintained Objectives and Strategies

1. PLC Process Implementation:

- Continue collaborative data-driven practices in PLCs, focusing on improving common assessment scores across all content areas and increasing MAP proficiency and growth.
- Utilize the Grant County Schools Professional Learning Community rubric for monitoring and development.

2. PBIS Implementation:

- Maintain the focus on enhancing positive academic behaviors using tools like Class Dojo to track and increase positive behavior documentation.

3. Equity in Instruction:

- Sustain the Grant County Schools Instructional Protocol to deliver consistent, high-quality teaching across classrooms, ensuring equitable access to learning for all students.

4. Special Education Supports:

- Preserve targeted interventions and progress monitoring for IEP goals, aligning these efforts with the school's MAP growth targets for special education subgroups.

Added or Modified Strategies

1. High-Quality Instructional Resources:

- Deploy advanced resources in reading and math to focus on priority standards. This includes materials that cater to diverse learning needs, supporting gap groups like EL/Multilingual learners and students with disabilities.

2. Teacher Retention Programs:

- Introduce an improved induction program aimed at reducing turnover among teachers with 1-3 years of experience by fostering stronger mentorship and professional development.

3. EL/Multilingual Learner Supports:

- Develop tailored interventions to increase ACCESS scores, reflecting targeted growth for this subgroup.

4. Attendance Improvement:

- Implement the Grant County Schools Attendance Protocol to achieve a 15% increase in average daily attendance (ADA), ensuring all students benefit from uninterrupted learning experiences.


5. Safety and Preparedness:

- Conduct regular safety walkthroughs and integrate findings into the school's safety plan to ensure a secure environment conducive to learning.

6. Profile of a Learner (SUCCEED Plan):

- Track K-5 progress using the SUCCEED plan, ensuring students are adequately prepared for transitions between grade levels.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Dry Ridge Elementary CSIP		.