

**Johnson County Schools**  
**Porter Elementary**  
**2021-2022**  
Principal: Ashley Lemaster



## 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 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.

## 1: Proficiency

Goal 1 (State your proficiency goal.): Porter Elementary will increase their reading proficiency by 5 percentage points as indicated on state assessment results. Porter Elementary will increase their math proficiency by 5 percentage points as indicated on state assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate an increased proficiency of 5 percentage points in Reading by 12/31/2022 as measured by KPREP scores.	Teachers will collaborate to examine and interpret data (e.g., universal screeners, formative, summative, iReady benchmarks)	Collaboration and data-analysis among Reading grade level teachers, RtI teacher, and/or Leadership Team	PLC Notes (teacher/principal) Formative Assessments Data Walls	Teachers and admin will monitor student progress through iReady. Students will take a beginning of the year, middle of the year, and end of the year benchmark.	\$0
		Collaboration among horizontal grade level PLCs to determine grouping for intervention and enrichment as measured by formative assessments.	Teachers' Formative Assessments iReady Scores PLC Notes		
	Collaborate to identify students for intervention and enrichment.	Teachers will use formative assessments, iReady, and flexible groupings during reading to meet student needs.	Teachers' Formative Assessments iReady Scores Teacher Observation	Teachers and admin will monitor student progress through iReady. Students will take a beginning of the year, middle of the year, and end of the year benchmark.	
Objective 2: Demonstrate an increased proficiency of 5 percentage points in Math by 12/31/22 as evidenced by KPREP scores.	Teachers will collaborate to examine and interpret data (e.g., universal screeners, formative, summative, iReady benchmark)	Collaboration and data-analysis among teachers, RtI Teacher, and/or Leadership Team	PLC Notes (teacher/principal) Formative Assessments iReady Scores Data Walls	Teachers and admin will monitor student progress through iReady. Students will take a beginning of the year, middle of the year, and end of the year benchmark.	\$0
		Collaboration among horizontal grade level PLCs to determine grouping for intervention and enrichment as measured by formative assessments and iReady.	Teachers' Formative Assessments iReady Scores PLC Notes		
	Collaborate to identify students for intervention and enrichment.	Teachers will use formative assessments, iReady, and flexible groupings during Math to meet student needs.	Teachers' Formative Assessments iReady Scores	Teachers and admin will monitor student progress through iReady. Students will take a beginning of the year, middle of the year, and end of the year benchmark.	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Porter Elementary School will increase scores in all academic areas (not including reading and math) by December 30, 2022 as measured by KPREP, and other forms of classroom data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase student growth in all academic areas (not reading/math) by 12/31/2022 as measured by KPREP and ongoing local assessments/data.	Teachers will collaborate to provide students with engaging lessons aligned to the most up-to-date standards.	Teachers will collaborate within grade-levels/district PLCs to align most up-to-date standards/curriculum for Science, Social Studies, Writing.	PLC Agenda/Minutes Lesson Plans	Teachers, admin, and students will monitor student progress through the use of formative assessments in data notebooks.	\$0
		Teachers collaborate in PLCs to continue to plan and implement student engagement strategies, such as, but not limited to: Kagan, Whole Brain, Quality Questioning.	PLC Minutes Lesson Plans		\$0
Objective 2: Decrease students scoring novice by 5% by December 2022.	Teachers will collaborate in PLCs to identify students who need intervention/enrichment and provide instruction based on student needs.	Teachers will utilize Stem Scopes, Generation Genius, Studies Weekly, Study Island, and IXL.	Lesson Plans Formative Assessments	Teachers, admin, and students will monitor student progress through the use of formative assessments in data notebooks.	\$0
		Teachers will provide flexible grouping based on data/student needs.	Formative Assessments Lesson Plans		\$0

### 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).

Goal 3 (State your separate academic indicator goal.): Porter Elementary will increase their combined Math proficiency scores by 5 percentage points by June 30, 2023 as measured by KPEP Data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 : All students will increase math achievement within grades 3-6, as measured by ongoing monitoring.	Teachers RtI Team, and leadership team will collaborate to determine and implement intervention and enrichment protocol for reading and math.	Teachers will provide intervention and enrichment as measured by formative assessment data.	iReady, Formative Assessments, Teacher observations	Administrators and Teachers will monitor student progress through iReady benchmarks.	\$0
Objective 2: All students will track their achievement.	Teachers, staff, and students will collaborate to ensure students have responsibility for their own learning.	Teachers will formative assessment practices that allow students to understand where they are going, where they currently are, and how to close the gap.	Student Leadership Notebooks (Data) Teacher Feedback	Lighthouse Team, Action Team Leaders, Teachers	\$0
Objective 3					

#### 4: Growth

Goal 4 (State your growth goal.): Porter Elementary will show a minimum growth in Reading of 37.5% to 42.5% and Math from 16.1% to 21.1% as measured by state assessments results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate a growth in Reading and Math by 12/31/22 as evidenced by PREP scores.	Teachers will collaborate to examine and interpret data (e.g., universal screeners, formative, summative, benchmarks)	Collaboration and data-analysis among Reading and Math grade level teachers, RtI Team, and/or Leadership Team.	PLC Notes (teacher/principal) Formative Assessments Data Walls iReady Benchmark scores	Administrators and Teachers will monitor student progress through iReady benchmarks.	\$0
	Collaborate to identify students for intervention and enrichment.	Teachers will use formative assessments and flexible grouping during reading and math to meet student needs.	Teachers' Formative Assessments Teacher Observations	Administrators and Teachers will monitor student progress.	\$0
	Objective 2				