

CSI Ledyard Charter School Improvement Plan

To ensure that CSI schools and their LEA collaborate in the development and implementation of an improvement plan for the purpose of improving instruction and advancing student learning, each CSI school shall complete the following template and submit the plan to NHED for review and approval. It is important to remember that each CSI school is ultimately in charge of developing and implementing its own improvement plan. When developing plans, school improvement teams must identify the changes in systems and practices that will most likely produce the desired outcomes they seek and develop plans that will provide the necessary support to sustain these changes.

The LEA must submit their plan to NHED by emailing corbett.courts@doe.nh.gov. NHED must have an approved CSI School Improvement Plan on file prior to receiving CSI funding allocations in Year 2 and subsequent years.

Local Educational Agency (LEA) and CSI School Information

District Name: Ledyard Charter School

LEA Official Name and Title: Lucretia Penfield, LCS Board Chair

CSI School Name: Ledyard Charter School

CSI School Principal Name: Wendy Kozak, Executive Director

Year identified as CSI 2022 2023 Original plan Revised plan

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA and CSI School Principal.

Lucretia Penfield	<i>Lucretia A W Penfield</i>	06 / 17 / 2024
LEA Official Name	LEA Official Signature	Date
Wendy Kozak	<i>Wendy kozak</i>	06/05/24
CSI School Principal Name	Principal Signature	Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the CSI School Improvement Plan below, for accuracy and completeness using the rubric attached at the end of this document, and have determined the LEA and CSI school:

- Has submitted a CSI School Improvement Plan that meets the provisions of ESEA Section 1003(e)(1) and 1111(d)(1)(B).
- This document will be fully executed and returned to the LEA noting approval.
- Has not submitted a CSI School Improvement Plan that meets the provisions of ESEA Section 1003(e)(1) and

1111(d)(1)(B).

- This document will be returned with feedback to the LEA noting it has been denied. The LEA must revise their CSI School Improvement Plan and re-submit to the SEA.

Corbett Coutts, School Improvement Manager Corbett

Digitally signed by Corbett

Coutts

Date: 2024.06.27

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Printed Name and Title	Signature Coutts	Date 6/27/24
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CSI School Improvement Plan

The CSI School Improvement Plan shall be submitted in the first year for which the school is identified as a Comprehensive Support and Improvement school and shall remain in effect for the duration of the three-year cycle of identification by the NHED Office of Accountability.

Each CSI school and their LEA is required to, at minimum, annually revisit, review, and reflect upon its plan. By doing so, the CSI school and LEA assures the NHED that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA and the CSI School Principal.

If the CSI school and LEA choose to revise their CSI School Improvement Plan so that lived experiences and lessons learned during implementation can be incorporated in the plan to propose new strategies and action items to support your goals you can submit an updated CSI School Improvement Plan template for review and approval by NHED. Once the updated plan is approved by NHED you can then submit activities in GMS for funds to support these new strategies and action items.

If revisions are made, the LEA must utilize Track Changes.

By signing below, you affirm that the CSI School and their LEA has revisited, reviewed, and reflected upon its plan at minimum annually and that the below information is true and correct.

_____ LEA Official Name	_____ LEA Official Signature	_____ Date
_____ CSI School Principal Name	_____ Principal Signature	_____ Date

By signing below, you affirm that the CSI School and their LEA has revisited, reviewed, and reflected upon its plan at minimum annually and that the below information is true and correct.

_____ LEA Official Name	_____ LEA Official Signature	_____ Date
_____ CSI School Principal Name	_____ Principal Signature	_____ Date

By signing below, you affirm that the CSI School and their LEA has revisited, reviewed, and reflected upon its plan at minimum annually and that the below information is true and correct.

_____ LEA Official Name	_____ LEA Official Signature	_____ Date
_____ CSI School Principal Name	_____ Principal Signature	_____ Date

NHED CSI School Improvement Plan Template 2024

<p><i>Needs Assessment Summary</i></p>	<p>22-23 Diagnostic Review</p>																																									
<p><i>NHED state-wide cut scores</i></p>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="247 483 1157 526">Elementary & Middle Schools</th> <th colspan="3" data-bbox="1157 483 2024 526">High Schools</th> </tr> <tr> <th data-bbox="247 526 476 565">Indicator</th> <th data-bbox="476 526 774 565">Cut Score</th> <th data-bbox="774 526 1157 565">Your School Score</th> <th data-bbox="1157 526 1379 565">Indicator</th> <th data-bbox="1379 526 1659 565">Cut Score</th> <th data-bbox="1659 526 2024 565">Your School Score</th> </tr> </thead> <tbody> <tr> <td data-bbox="247 565 476 604">Achievement</td> <td data-bbox="476 565 774 604">1.86</td> <td data-bbox="774 565 1157 604"></td> <td data-bbox="1157 565 1379 604">Achievement</td> <td data-bbox="1379 565 1659 604">1.61</td> <td data-bbox="1659 565 2024 604"></td> </tr> <tr> <td data-bbox="247 604 476 643">Growth</td> <td data-bbox="476 604 774 643">39.83</td> <td data-bbox="774 604 1157 643"></td> <td data-bbox="1157 604 1379 643">Growth</td> <td data-bbox="1379 604 1659 643">45.82</td> <td data-bbox="1659 604 2024 643"></td> </tr> <tr> <td data-bbox="247 643 476 682">ELP</td> <td data-bbox="476 643 774 682">48.26</td> <td data-bbox="774 643 1157 682"></td> <td data-bbox="1157 643 1379 682">ELP</td> <td data-bbox="1379 643 1659 682">48.47</td> <td data-bbox="1659 643 2024 682"></td> </tr> <tr> <td data-bbox="247 682 476 721">Equity</td> <td data-bbox="476 682 774 721">43.44</td> <td data-bbox="774 682 1157 721"></td> <td data-bbox="1157 682 1379 721">Equity</td> <td data-bbox="1379 682 1659 721">52.99</td> <td data-bbox="1659 682 2024 721"></td> </tr> </tbody> </table>						Elementary & Middle Schools			High Schools			Indicator	Cut Score	Your School Score	Indicator	Cut Score	Your School Score	Achievement	1.86		Achievement	1.61		Growth	39.83		Growth	45.82		ELP	48.26		ELP	48.47		Equity	43.44		Equity	52.99	
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<p>Resource Allocation Review: The LEA and school should consider and examine a broad variety of factors when defining “resources” that includes both financial and non-financial resources from local, State, and Federal sources (NHED Fact Sheet with guidance on Resource Allocation Review for CSI Schools).</p>																																										
<p>Identification of resource inequities (provide data and an explanation for each inequity identified). You can copy and paste additional rows as needed.</p>			<p>How identified resource inequities will be addressed (provide action items, timeline, method for monitoring, and position responsible for each to be addressed)</p>																																							
<p>Educator effectiveness and experience Science and Humanities students</p>			<p>Provide time and support for Science and Humanities teachers to gain their teaching certification. One teacher should complete her certificate by fall 2024, the other by fall 2025.</p>																																							
<p>Access to specialized instruction and support personnel Special Education students</p>			<p>Provide increased access to specialized instruction and academic support for special education students in 2024-25 and beyond.</p>																																							
<p>Access to rigorous and advanced coursework Gifted students</p>			<p>Provide access to more advanced coursework, classes, community college partnerships throughout 2024-25 and beyond.</p>																																							
<p>Access to instructional materials and technology English and Humanities students</p>			<p>Provide additional instructional materials and technology for these classrooms so students can learn technology skills in English and Humanities.</p>																																							
<p>Physical infrastructure and facilities Science and Math students</p>			<p>Continue building renovations including addition of an elevator to create access in the upper level of our building, create a science lab and art studio so students can learn more skills in these subject areas and have access to more diverse course offerings.</p>																																							
<p>Implications for Subgroups (e.g. Students With Disabilities, English Language Learners, Race/Ethnicity, Economically Disadvantaged, Gender, Grade Level, etc.)</p>																																										

NA			
SMART GOAL #1	Increase five year graduation rate from 46% to 80%		
CSI Indicators	Graduation Rate		
Strategies	<p>Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal:</p> <p>A. Identify, support, and monitor a commonly-defined set of rigorous, evidence-based instructional practices that foster greater student engagement and maximize teacher efforts.</p> <p>B. Develop and implement an academic diagnostic assessment system that will empower teachers to diagnose and respond to student learning needs more effectively.</p>		
Consider the research: Identify the Four Domains practice(s) that can best support the school in reaching its goal. (Four Domains for Rapid School Improvement)			
Action Items (What actions does the school plan to take in order to implement the selected strategy?)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Progress Monitoring/ Performance Measurement	
Selected Practice: Instruction - Provide rigorous, evidence-based instruction			
<p>Strategy A:</p> <p>A.1 Identify rigorous, evidence-based instructional practices that foster greater student engagement and maximize teacher efforts.</p> <p>A.1.a Utilizing current research, the ED and staff will develop a list of evidence-based practices.</p> <p>A.1.b Staff will engage in ongoing collaborations, workshops, and professional development to reflect and improve evidence-based practices in an ongoing way.</p> <p>A.1.c Enhance experiential education practices to increase student engagement and participation.</p>	<p>A.1.a None needed</p> <p>A.1.b Professional development for teacher, additional PD for uncertified teachers</p> <p>A.1.c Instructional materials and technology for experiential education</p>	<p>A.1.a-a Complete a list by August, 2024</p> <p>A.1.a-b Task completion</p> <p>A.1.b-a Plan calendar of professional development for 2024-25 during summer 2024</p> <p>A.1.b-b PD completion</p> <p>A.1.c-a Begin a block schedule, increase access to site and service based work.</p> <p>A.1.c-b All courses include shared rigorous practices to include experiential education practices</p>	<p>A.1.a. Executive Director</p> <p>A.1.b. Executive Director and Staff</p> <p>A.1.c Executive Director</p>
<p>A.2 Support rigorous, evidence-based instructional practices that foster greater student engagement and</p>	<p>A.2 Resources on identified strategies</p>	<p>A.2.a-a Develop a PD calendar by the first week of August 2024 for the 24-25 school year.</p>	<p>A.2.a Executive Director</p>

<p>maximize teacher efforts</p> <p>A.2.a Build ongoing and intensive job-embedded professional learning that provides effective and relevant tools and knowledge and continuously pushes teachers to reflect on their instructional practices.</p> <p>A.2.b Help teachers vary their repertoires for explaining content/new concepts/new information. Teachers should use multiple methods to ensure that students understand concepts such as models, representation, flash tools, diagrams, videos, text, mental imagery, exploration, research, art, music, and tactile experiences.</p> <p>A.2.c Develop and expect teachers to regularly engage in the routine use of identified effective instructional practices.</p>	<p>- books, PD activities.</p>	<p>A.2.a-b Completed PD calendar</p> <p>A.2.b-a Compile and disseminate resources on identified methods to give to staff by the first week of August 2024.</p> <p>A.2.b-b Compiled list of resources and methods, documented staff feedback if necessary.</p> <p>A.2.c-a Set clear expectations for frequency and variety of identified strategies by the last week of August, 2024.</p> <p>A.2.c-b Provide documentation to teaching staff on expectations for frequency and variety.</p>	<p>A.2.b Executive Director and Staff</p> <p>A.2.c Executive Director and Staff</p>
<p>A.3 Monitor rigorous, evidence based instructional practices that foster greater student engagement and maximize teacher efforts.</p> <p>A.3.a Complete a 10-minute walk through for every teacher, every week and give feedback to teachers on student engagement.</p> <p>A.3.b Teachers will collaborate utilizing designated protocols to share strengths and challenges with these strategies.</p>	<p>A.3 None</p>	<p>A.3.a-a Weekly throughout the school year</p> <p>A.3.a-b Notes taken on classroom walk thoughts and feedback for teachers</p> <p>A.3.b Twice a month throughout the school year</p> <p>A.3.b-b Documentation of strengths and challenges</p>	<p>A.3.a ED</p> <p>A.3.b Teachers</p>
<p>A.4. Hire a grant writer to get additional funding to help with the above goals to support this initiative</p>	<p>A.4 Grant Writer Wages</p>	<p>A.4.a Hire a grant writer by 9/30/24</p>	<p>A.4 ED</p>

next year and into the future.		A.4.b Signed contract.	
Selected Practice: Diagnose and respond to student learning needs			
<p>Strategy B:</p> <p>B.1 Diagnose student learning needs and use identified needs to drive all instructional decisions.</p> <p>B.1.a Research diagnostic tools that are appropriate for our school and students and purchase appropriate tools for the 24-25 school year.</p> <p>B.1.b Complete diagnostic testing at least four times a year in ELA and Math.</p> <p>B.1.c Develop a system to utilize data gathered to inform instructional decisions.</p>	B.1. Diagnostic tools to assess learning needs.	<p>B.1.a-a Research, purchase, and plan for diagnostic tools to use for 23-24 by the last week of August 2023.</p> <p>B.1.a-b Complete list/collection of diagnostic tools</p> <p>B.1.b-a Create a schedule for quarterly testing and assign staff roles for this process.</p> <p>B.1.b-b Task completion</p> <p>B.1.c-a Develop a system to utilize data by October 20, 2024.</p> <p>B.1.c-b Documented system</p>	B.1. ED and teachers
<p>B.2 Incorporate effective student supports and instructional interventions.</p> <p>B.2.a Recruit and hire an interventionist to run the diagnostic testing program and support students with tutoring and instruction.</p> <p>B.2.b Develop communication system and protocols to inform classroom teachers of students needs.</p> <p>B.2.c Teachers make data-informed instructional choices.</p>	B.2 Wages for interventionists.	<p>B.2.a-a Secure funding for an Interventionist by the first week of October, 2024.</p> <p>B.2.a-b Approved and budgeted grant activity for interventionist.</p> <p>B.2.b-a Recruit and hire an interventionist by October, 2024.</p> <p>B.2.b-b Contract for interventionist</p> <p>B.2.c-a Collaborate in twice quarterly faculty meetings on data informed instructional decisions.</p> <p>B.2.c-b Documented notes on faculty meetings and decisions made</p>	B.2 ED, teachers, interventionist
<p>B.3 Use fluid, rapid assessment and adjustment of instruction and delivery to adapt to student learning needs.</p> <p>B.3.a Schedule a staff rapid response data meeting two weeks after each quarterly assessment.</p> <p>B.3.b Use the data to inform instruction in all classes, especially with high need students.</p>	B.3 None needed	<p>B.3.a-a Document notes of rapid response data twice quarterly.</p> <p>B.3.a-b Notes</p> <p>B.3.b-a Create plans for individual students, especially those with high needs, based on diagnostic data and update quarterly.</p> <p>B.3.a-b Individual student plans binder</p>	B.3 ED, interventionist, teachers.

Supplemental Supports: What are the additional action steps that will be implemented for the subgroups identified in your Needs Assessment?

NA

Title	FY25 LCS CSI School Improvement Plan
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Status	● Signed

Document History



SENT

06 / 17 / 2024

18:56:52 UTC

Sent for signature to Wendy Kozak (wkozak.lcs@gmail.com) and Lucretia Penfield (lucretia.witte@gmail.com) from laura@greenvisoraccounting.onmicrosoft.com
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VIEWED

06 / 17 / 2024

19:06:13 UTC

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IP: 98.217.32.85



SIGNED

06 / 17 / 2024

19:06:35 UTC

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VIEWED

06 / 17 / 2024

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SIGNED

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Rubric for Reviewing CSI School Improvement Plans

Introduction

The following rubric is designed to support the review of school improvement plans to help ensure they meet important federal and state requirements.

How to Use

This rubric identifies important criteria for success in key focus areas for school improvement. When reviewing a plan, consider the criteria in each focus area and check the box for each criterion that is met. For any boxes left unchecked, provide feedback to help the team take steps to meet any missing or incomplete criteria. An effective way for teams to use this tool is to have team members and/or other stakeholders complete this rubric independently and then meet to come to consensus about any missing or incomplete criteria and a plan for revising.

<input checked="" type="checkbox"/>	Focus Areas	Criteria for Success The plan meets the following elements related to each focus area.	Feedback/ Clarifying Questions
<input checked="" type="checkbox"/>	Clear and Specific Goals	The plan's SMART goals are focused on indicators which the school has identified for improvement. <ul style="list-style-type: none">• Specific - clearly state your goal• Measurable - ensure you can measure success• Attainable - set goal(s) that can be achieved• Relevant - set goal(s) that will impact the desired outcome• Timebound - set a deadline for check-ins and completion	The goal was revised to set a higher rate for graduation and remove the school year.
<input checked="" type="checkbox"/>	Alignment to CSI Indicators	The plan aligns to the key CSI indicators identified for improvement by: <ul style="list-style-type: none">• Naming the key CSI indicators identified for improvement• Identifying goals that address the key CSI indicators• Identifying strategies and action steps likely to lead to improvements	The Goals are aligned to Graduation Rate indicator. Keep in mind that the graduation rate of 67% that is used to both identify schools as CSI, and as exit criteria, is based on the 4-year graduation rate.
<input checked="" type="checkbox"/>	Grounded in Research	Strategies and action steps are <ul style="list-style-type: none">• Evidence- and/or research-based	WestEd Diagnostic Review report was used to inform specific strategies and action steps in the Improvement Plan to leverage strengths in support of emerging needs. Strategies and action steps are aligned to practices from the Four Domains for Rapid School Improvement

☒	Strategies	Strategies are likely to lead to goal attainment if implemented correctly. They are: <ul style="list-style-type: none"> • Targeted to goals • Mutually reinforcing • Practical 	
☒	Actionable Steps	Action steps support effective strategy implementation. They are: <ul style="list-style-type: none"> • Specific • Feasible • Practical 	
☒	Ownership and Accountability	The plan does the following to help ensure success: <ul style="list-style-type: none"> • Assigns responsibilities to key teams or individuals for all actions • Builds in opportunities for progress reviews, feedback, and adjustments 	The plan is signed by LEA official and school principal. The plan is revised since original July 2023 plan approval. Revisions and adjustments, while relatively minor, have been incorporated in the plan and reflect lived experiences and lessons learned during year one of implementation
☒	Timeframe	The timeframe for action steps are: <ul style="list-style-type: none"> • Realistic • Well-balanced • Constructed in a way that provides continuous awareness, improvement and refinement opportunities over the course of the year 	
☒	Support and Resources	The plan adequately provides the following: <ul style="list-style-type: none"> • Support and resources such as training, mentoring, access to tools and technology • Adequate funding using the CSI allocation as well as additional federal, state, local, and other sources 	The plan includes hiring a grant writer to get additional funding to help with the goals, strategies, and action items included in the improvement plan.
☒	Communication, Collaboration, and Celebration	The plan creates capacity to do the following: <ul style="list-style-type: none"> • Provide routine updates on progress • Regularly reach out to and involve stakeholders • Solicit ongoing feedback • Celebrate progress and success 	
☒	Resource Equity Review	The plan adequately identifies and addresses resource inequities as a result of the resource equity review.	RAR was conducted and inequities that were identified have a corresponding for how they will be addressed.

Overall Feedback:

This revised plan maintains the focus of improvement efforts on instructional practices and using data to meet students' needs. As we know it can take time, persistence, and support to change instructional practices and to build an effective culture for using data to drive decision making. Consistency in and commitment to these efforts will help with fidelity of implementation and buy-in from stakeholders.