Oldham County Middle School 20-21 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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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 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, Baldridge, etc.*).

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

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

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.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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

Goal 1 (State your proficiency goal.): Increase proficiency in reading and math, as measured by the KPREP and MAP Assessments, according to the following table:

Reading	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Spring 2022	Spring 2023
KPREP	66.6%	NO RESULTS DUE TO COVID		70%	73%	76%
MAP	57.1%	53%	64.2%	67%	70%	74%

Math	Spring 2019	Winter 2020	Fall 2020	Spring 2021	Spring 2022	Spring 2023
KPREP	51.9%	NO RESULTS DUE TO COVID		56%	60%	64%
MAP	49.5%	49.5%	51.4%	54%	58%	62%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading and math as measured by the KPREP Assessment according to the following data: **KPREP** ● Reading from 66.6% (Spring 2019) to 70% (2021) ● Math from 51.9% (2019) to 56% (Spring 2021) **MAP** ● Reading from 64.2% (Fall of 2020) to 67% (Spring 2021) ● Math from 51.4% (Fall 2020) to 54% (Spring 2021)	**KCWP 2: Design and Deliver Instruction (How will they learn it?)** **Focus:** How does school leadership ensure teachers determine the most appropriate and effective high yield strategies to implement, in order to ensure congruency to the intent of the learning target, specifically level of rigor.	*Leaders will…* (PROCESS) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. *Teachers will/with support…* (PRACTICES) ● Plan strategically in the selection of high yield instructional strategy usage within lessons. ● Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. ● Plan for and implement active student engagement strategies.	1. MAP and KPREP scores - Novice reduction, P/D% increased, Gap closure. 2. Classroom walkthrough data to indicate that new, rigorous teaching strategies are being implemented.	Ongoing in SY 2021/2022 Complete data review after KPREP and MAP assessments Ongoing review of formative and summative assessments across all grade levels.	Fund 22
	KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?) **Focus:** How does school leadership ensure that assessments are of high	*Teachers will/with support…* ● (PROCESS) Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Completion of assessment review for rigor and DOK level.		No funding

	quality and aligned to the rigor of the standards, resulting in quality data?	● (PRACTICE) Monitor and evaluate the validity of assessments, standards, and learning targets through a review of current assessments and prior to starting new units in terms of BUILDING assessments.			
	KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?) **Focus:** What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction, specifically through the PLC Process? **AND** How does school leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? **AND** How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice?	***Teachers will/with support…*** (PRACTICE) Use classroom assessment data to inform teacher's instructional decisions. Teachers, school leaders and interventionists will analyze formative assessment data, MAP scores, KPREP scores and other data available to identify students who need additional support. Continue to enhance our levels of support for students who haven't learned material through REP time, intervention classes and ECS/EL support.	There will be a system in place for identifying students who need additional support. Follow-up will take place through working with individual PLC's and classroom walkthroughs/observations.		No Funding
	KCWP 5: Design, Align and Deliver Support (What will	***Leaders will…***			

	we do if they know it already, don't know it, or need other support?) **Focus:** What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	● (PROCESS) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. ● (PRACTICE) Assure consideration and addressment of non-academic barriers to learning.		Academic Team meetings bi-weekly to review academic data and assign REP classes. Data review an intervention class assignments made after MAP/KPREP	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in writing, as measured by the KPREP Assessment, according to the following table:

Writing	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
KPREP	28.5%	NO RESULTS DUE TO COVID	40%	46%	52%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in writing as measured by the KPREP Assessment according to the following data: ● Writing from 28.5% (Spring 2019) to 40% (Spring 2021).	**KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)** **Focus:** What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction, specifically through the PLC Process?	How do students know where they are in their own progression of learning? **and** What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? ● Students create portfolios of writing from all contents and classes to be reflected at the end of the year whereby they ● (PRACTICE) Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can individually grow as a writer.	KPREP scores in the Spring of 2021, 2022 and 2023.	Ongoing in SY 2021/2022 Complete data review after KPREP test. Academic team meetings Peer Observations Walk-throughs PLC Products	Fund 22
		Establish a (CONDITION) to increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support through the use of common writing expectations and implementation of various types of writing across all grade content			

		Establish a (CONDITION) to ensure grades effectively and accurately communicate student achievement via an On-Demand Writing Assessment given twice a year whereby teachers (PRACTICE) use the data to inform instructional decisions.			
Objective 2: Reduce the % of 8th grade students scoring Novice, according to KPREP from 28.1% Novice (Spring 2019) to 15% by (Spring 2021).	**KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)** **Focus:** What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction, specifically through the PLC Process? *AND* How does school leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention)	How do students know where they are in their own progression of learning? **and** What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? ● (PRACTICE) Use assessment data to help students assess and adjust their own learning. ● (PRACTICE) Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can individually grow as a writer.	Decline in the percentage of students scoring NOVICE in writing on the KPREP. Teachers can produce plans that show adjustments and modifications to curriculum, where necessary to ensure low performing writers have ACCESS to the learning, despite gaps.	Leaders will collect data from scrimmage from all grade levels to ensure the percentage of students scoring Novice is declining.	No Funding
	KCWP 5: Design, Align and Deliver Support (What will we do if they know it already, don't know it, or need other support?) **Focus:** What system or processes are in place to ensure appropriate academic interventions are taking place to meet the	***Leaders will…*** (PROCESS) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. (PRACTICE) Identify curricular modification needs using pre-assessment strategies, and use			No Funding

	needs of all students? **and** How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school specifically as it relates to ensuring the learning of those performing at the lowest levels.	data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified. (PROCESS) Develop a protocol and monitoring/documentation tool for the introduction of TIER III writing interventions and intervention movement considerations. ***Teachers will…*** (CONDITION) Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support.			

Goal 3 (State your achievement gap goal.): Reduce the achievement gap in reading and math for EL and ECS students according to the following table.

% Proficiency						
KPREP	**Spring 2019**	**Spring 2020**	**Fall 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**
Reading	EL(0%) ECS (35.6%)	NO RESULTS DUE TO COVID		EL(20%) ECS (40%)	EL(25%) ECS (43%)	EL(30%) ECS (46%)
Math	EL(13%) ECS (20%)	NO RESULTS DUE TO COVID		EL(18%) ECS (25%)	EL(23%) ECS (30%)	EL(30%) ECS (35%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce the reading gap by improving the percentage of students scoring Proficient or above by 2021 according to the following: **EL –** Reading – from 0% to 20% Math – from 13% to 18% **ECS –** Reading – from 35.6% to 40% Math – from 20% to 25%	**KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)** **Focus:** What system is in place, school wide, for teachers to monitor students' progress on standards in order to know when they have achieved mastery?	***Teachers will/with support…*** • Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement specifically as it relates to EL and ECS students.	Increased proficiency on the MAP and KPREP assessments for these groups of students.	Ongoing in SY 2021/2022 Complete data review after KPREP and MAP assessments	Fund 22
		Leaders will… Create and monitor a "Watch List" for students performing below proficiency within the gap groups.	List is monitored and maintained and shared/owned by the leadership team.		

	KCWP 6: Establish Learning Environment (What will we do if they know it Culture and already, don't know it, or need other support?) **Focus:** In what ways does the school ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful?	Continue assisting teachers in the understanding and implementation of co-teaching processes, including expectations for effective implementation to include professional development and planning support	Teachers demonstrate the use of high yield instructional support as a result of professional learning.	Use and monitor walkthroughs of co-taught classrooms to ensure teachers understand and incorporate strong co-teaching partnerships for effective co teaching instruction	Fund 22
		Students with disabilities will receive CORE + MORE in all three grades with strong co-teaching in tier I instruction and high impact support during intensives.	Master schedule reflects appropriate time in CORE and additional supports.		
		Refine and monitor the use of student-created progress monitoring system to monitor standards mastery for each student to allow for student ownership of success at assessments, interventions and learning.	Creation and use of monitoring tool.		

4: Growth

Goal 4 (State your growth goal.): Increase the conditional growth scores of students, by grade level according to MAP and the following table.						
School Conditional Growth Percentile						
Math	Spring 2018	Spring 2019	Fall 2020	Spring 2021	Spring 2022	Spring 2023
6th	3rd	15th	1st	30th	40th	50th
7th	27th	44th	4th	30th	40th	50th
8th	15th	24th	16th	30th	40th	50th

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the school's conditional growth percentile (as compared to other schools, nationally, that are similar to them) according to the following: **6th Grade** – from the 1st percentile (indicating essentially no growth) from 5th grade to 6th grade to the 30th percentile. **7th Grade** - from the 4th percentile (indicating essentially no growth) from the 6th grade to the 7th grade to the 30th percentile. **8th Grade** from the 16th percentile (indicating relatively very low growth) from the 7th grade to the 8th grade to the 30th percentile. ***As measured by MAP Conditional Growth Report run from FALL of 2020 to Spring of 2021. This will show a year's***	**KCWP 3: Design and Deliver Assessment Literacy (How will we know they have learned it?)** **Focus:** How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? **and** How does school leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) **and** What processes are used by school leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction and **assessment?**	***Leaders will…*** (PRACTICE) Monitor and evaluate the validity of assessments, standards, and learning targets. (PRACTICE) Determine if learning targets are clear to teachers **and** evaluate the quality of test items, test tasks, and scoring rubrics. Misalignment of assessment formative tests and rigor Create (CONDITIONS) to increase collaboration in deconstructing standards and developing congruent learning targets **and** ensure that all users of assessment data use information to benefit student learning.	Academic team meetings Peer Observations Walk-throughs PLC Products	Ongoing in SY 2021/2022 Complete data review after KPREP and MAP assessments	Fund 22
		With the support of Leaders, Teachers will… (PROCESS) Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students Create formative and summative assessments that are aligned to the standards.			

worth of growth for each group, grades 6-8.		Develop a tracking system for monitoring of student achievement progress by learning targets and by standard through tools such as Item analysis for each test. Ensure that all assessments evolve from high-quality content standards. and produce accurate evidence. Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).			

5: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**

Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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		☐
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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