

**Northside
Elementary**

**2021-2022
COMPREHENSIVE
SCHOOL
IMPROVEMENT PLAN**

Goal 1- Proficiency Indicator: By 2024 65% of Northside students will score proficient or distinguished in READING (Spring 2020 P/D = 48.13%) and 65% of students will proficient or distinguished in MATH (Spring 2020 = 51.88%) as reported by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: In READING Northside Elementary students proficient/distinguished scores will improve from 48.13% in the Spring of 2020 to 55% in the Spring of 2022 as reported by Kentucky Summative Assessment.</p> <p>Objective 2: In READING Northside Elementary students proficient/distinguished scores will improve from 48.13% in the Spring of 2020 to 60% in the Spring of 2023 as reported by Kentucky Summative Assessment.</p> <p>Objective 3: In READING Northside Elementary students proficient/distinguished scores will improve from 48.13% in the Spring of 2020 to 65% in the Spring of 2024 as reported by Kentucky Summative Assessment.</p>	(1,3) Plan Instruction and Assessments: Teachers will plan instruction using school wide structures.	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(3) Teachers will complete PLC Learning logs that follow the Plan, Do, Study, Act protocols and are attached to essential KAS standards.	Professional Learning Community Grade Level Document.	Weekly	No funding
	(2) Deliver Instruction: Teachers will implement instruction using school wide structures.	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(2) Teachers will use the Design for Responsive Literacy Teaching framework to provide instruction.	Administrative Walk-throughs	Weekly	No funding
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
	(4) Study the Student Data: Teachers will evaluate student data using grade level PLC documents.	(5) Teachers will use the Northside Code positive behavioral interventions and supports to monitor behavior.	Infinite Campus & School behavior data	Daily	No funding
		(4) Teachers will complete the PLC grade level document weekly to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Document.	Weekly	No funding
	(5) Act upon the results of student data: Teachers will implement the remediation or enrichment opportunities based on the results of the PLC grade level document.	(5) Teachers will employ remediation and enrichment strategies to support student learning in the classroom and during WIN (What I Need) time.	Professional Learning Community Grade Level Document.	Daily	No funding
		(5) RTI Committee will use data to determine tiered intervention needs.	RTI Master List	Every 6-weeks	No funding
Objective 4: In READING and MATH by 2024 Northside students will reduce the percentage of students scoring Novice to under 10% according to Kentucky Summative Assessment.	(2) Balanced Literacy implementation: Homeroom teachers will implement balanced literacy based on the Design for Responsive Literacy Teaching.	2) Teachers will receive coaching and guidelines on the Design for Responsive Literacy teaching to create balanced literacy.	PLC’s and Professional development	Weekly/throughout school year	School & District funded
		4) Teachers will administer <i>Jan Richardson DRA</i> assessment.	Multiple times throughout the year.	2-3 per year	No funding
	(4) MAP and Learning Logs data analysis: Collegial groups will monitor assessment data from the <i>Learning Logs</i> , <i>formative and summative</i> assessments and MAP in order to adjust instruction and determine interventions.	(4) Homeroom teachers will complete MAP data analysis after the Fall, winter and spring assessments in Student Achievement Meetings (SAM’s) to review specific classroom Tier 1, 2, 3 needs.	Full implementation of data analysis process	Check after each MAP assessment has been administered	No funding
		(4) Homeroom teachers will disaggregate formative and summative assessments from <i>data in PLC documents</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis process	Review weekly formative/summative assessments as administered no less than once per month.	No funding
	(5) Re-teaching and Enrichment opportunities: Homeroom teachers will determine students weekly for Tier 2 re-teaching and enrichment instruction on mastery of standards for the week.	(4) Homeroom teachers will use formative assessment data to determine students for What I Need (WIN) time re-teach and enrichment Instruction.	Weekly check of progress on re-teaching and enrichment.	Weekly	No funding
		(4)Homeroom teachers will redeliver instruction during WIN time to help students achieve mastery.	Weekly check of progress on re-teaching and enrichment.	Weekly	No funding
<p>Objective 5: In MATH Northside Elementary students proficiency scores will improve from 51.88% in the Spring of 2020 to 55% in the Spring of 2022 as reported by Kentucky Summative assessment.</p> <p>Objective 6: In MATH Northside Elementary students proficiency scores will improve from 51.88% in the Spring of 2020 to 60% in the</p>	(2) Eureka implementation: Math teachers will implement the <i>Eureka</i> curriculum for math instruction to fidelity.	(2) Teachers will receive training in <i>Eureka</i> .	After teachers receive full training in the program	New teachers yearly	School funded
		(4) Teachers will administer <i>Eureka</i> Pre and Post assessments.	Each unit	Prior to and After each unit	No funding
	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from the <i>data documents</i> , <i>formative and summative</i> assessments and MAP in order to adjust instruction and determine interventions.	(4) Homeroom teachers will complete MAP data analysis after the Fall, winter and spring assessments in Student Achievement Meetings (SAM’s) to review specific classroom Tier 1, 2, 3 needs.	Full implementation of data analysis process	Check after each assessment has been administered	No funding
		(4) Homeroom teachers will disaggregate formative and summative assessments from <i>learning logs</i> to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis process	Check after each assessment has been administered	No funding

Spring of 2023 as reported by Kentucky Summative assessment. Objective 7: In MATH Northside Elementary students proficiency scores will improve from 51.88% in the Spring of 2020 to 65% in the Spring of 2024 as reported by Kentucky Summative assessment.	(5) Re-teaching and Enrichment opportunities: Homeroom teachers will determine students weekly for Tier 2 re-teaching and enrichment instruction on mastery of standards for the week.	(4) Homeroom teachers will use formative assessment data to determine students for What I Need (WIN) time re-teach and enrichment Instruction.	Weekly check of progress on re-teaching and enrichment.	Weekly	No funding
		(4)Homeroom teachers will redeliver instruction during WIN time to help students achieve mastery.	Weekly check of progress on re-teaching and enrichment.	Weekly	No funding

Goal 2- Separate Academic Indicator: The percent of students meeting proficiency in Science will increase from 36.76% to 45.76% according to the Kentucky Summative Assessment by 2024. The percent of students meeting proficiency in On-Demand Writing will increase from 54.34% to 63.34% according to the Kentucky Summative Assessment by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percent of students meeting proficiency in Science will increase from 36.76% to 39.76% according to the Kentucky Summative Assessment in Spring of 2022. Objective 2: The percent of students meeting proficiency in Science will increase from 36.76% to 42.76% according to the Kentucky Summative Assessment in Spring of 2023.	(1,3) Plan Instruction and Assessments: Teachers will plan instruction using school wide structures.	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(3) Teachers will complete PLC Learning logs that follow the Plan, Do, Study, Act protocols and are attached to essential KAS standards.	Professional Learning Community Grade Level Document.	Weekly	No funding
	(2) Deliver Instruction: Teachers will implement instruction using school wide structures.	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(2) Teachers will use the Design for Responsive Literacy Teaching framework to provide instruction.	Administrative Walk-throughs	Weekly	No funding
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
		(5) Teachers will use the Northside Code positive behavioral interventions and supports to monitor behavior.	Infinite Campus & School behavior data	Daily	No funding
	(4) Study the Student Data: Teachers will evaluate student data using grade level PLC documents.	(4) Teachers will complete the PLC grade level document weekly to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Document.	Weekly	No funding
	(5) Act upon the results of student data: Teachers will implement the remediation or enrichment opportunities based on the results of the PLC grade level document.	(5) Teachers will employ remediation and enrichment strategies to support student learning in the classroom and during WIN (What I Need) time.	Professional Learning Community Grade Level Document.	Daily	No funding
		(5) RTI Committee will use data to determine tiered intervention needs.	RTI Master List	Every 6-weeks	No funding
Objective 3: The percent of students meeting proficiency in Science will increase from 36.76% to 45.76% according to the Kentucky Summative Assessment in Spring of 2024. * Will add Social Studies Goal after 2022 KSA.	(1 and 2) Plan Instruction and Assessments: Science teachers will collaborate with curriculum coach to develop and implement instruction and assessments.	(1) Science teachers will administer common formative assessments weekly to determine mastery of content.	Professional Learning Community Grade Level Document.	Weekly	No Funding
		(3) Science teachers will meet weekly within their PLC to determine assessments and data disaggregation.	Professional Learning Community Grade Level Document.	Weekly	No Funding
	(4) Data Analysis: Science teachers will use PLC data documents to review formative and summative assessment data to make adjustments to instruction.	(3) Science teachers will use formative and summative assessments to gauge student learning.	Professional Learning Community Grade Level Document.	Weekly	No Funding
		(4) Science teachers will analyze data and determine adjustments for instruction.	Professional Learning Community Grade Level Document.	Weekly	No Funding
Objective 4: The percent of students meeting proficiency in On-Demand Writing will increase from 54.34% to 57.34% according to the Kentucky Summative Assessment in Spring of 2022.	(1 and 2) Plan Instruction and Assessments: Homeroom teachers will collaborate to develop and implement instruction and assessments.	(1) Homeroom teachers will administer common formative assessments weekly to determine mastery of content.	Professional Learning Community Grade Level Document.	Weekly	No Funding
		(3)Homeroom teachers will meet weekly within their PLC to determine assessments and data disaggregation.	Professional Learning Community Grade Level Document.	Weekly	No Funding
	(4) Data Analysis: Homeroom teachers will use their weekly common	(4) Teachers will complete the PLC document weekly to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding

	assessments data in order to plan remediation strategies	(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Document.	Weekly	No funding
Objective 5: The percent of students meeting proficiency in On-Demand Writing will increase from 54.34% to 60.34% according to the Kentucky Summative Assessment in Spring of 2023. Objective 6: The percent of students meeting proficiency in On-Demand Writing will increase from 54.34% to 63.34% according to the Kentucky Summative Assessment in Spring of 2024.	(2,3) 6-Traits Writing Implementation: Homeroom teachers will implement the Performance Assessment as directed by the district.	(2) Writing Curriculum and Instruction team will provide an exemplary model of writing for student analysis.	In accordance with big rocks developed by MTSS team	Monthly faculty meeting	No funding
		(5) Provide individualized feedback during the writing process	Upon completion of specified unit	Check after each assessment has been administered	No funding
		(3) Teachers will implement the 6 traits of writing.	In accordance with district initiative.	Daily	District funding
		(2) Teacher will implement high yield instructional strategies throughout the writing process.	Upon completion of specified unit	Check after each assessment has been administered	No funding
	(5) Focus Meetings: Students who score between the 10th & 25 th percentile on MAP will be targeted for Tier 2 intervention services on top of their English Language Learner services.	(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Student Achievement Meetings (SAM's): Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Fall, Winter and Spring MAP assessments	No funding
		(5) Students progress will be monitored using the Ellevations program by ELL Teacher to track data bi-weekly.	Full implementation of data analysis protocol	Continuous monitoring	No funding
	(5) Professional Development: Homeroom teachers are provided instruction in Smekens writing techniques.	(1) Teachers created a writing calendar meant to guide their writing literacy instruction.	Implementation of writing daily in each classroom	Daily	District funds
		(2). Teachers require 4 formative writing pieces from students throughout the school year. Opinion, Informational, persuasive, argumentative.	Collected and scored by all homeroom teachers in accordance with state grade level ODW writing rubrics.	Quarterly	No funding

Goal 3- Achievement Gap: The percentage of Hispanic/Latino students scoring proficient/distinguished in READING will increase from 33.3% in Spring of 2020 to 42.3% according to Kentucky Summative Assessment in Spring 2024. The percentage of Hispanic/Latino students scoring proficient/distinguished in MATH will increase from 42.4% in Spring of 2020 to 51.4% according to Kentucky Summative Assessment in Spring 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:The percentage of Hispanic/Latino students scoring proficient/distinguished in READING will increase from 33.3% to 36.3% according to Kentucky Summative Assessment in Spring 2022.	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from PLC Learning Logs and MAP in order to adjust instruction and determine interventions.	(4)Homeroom teachers will complete MAP data analysis after the fall, winter and spring assessment to determine instructional adjustments and determine students who require RTI interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		(4)Homeroom teachers will disaggregate each unit test from PLC Learning Logs to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
Objective 2:The percentage of Hispanic/Latino students scoring proficient/distinguished in READING will increase from 33.3% to 39.3% according to Kentucky Summative Assessment in Spring 2023.	(5) Focus Meetings: Students who score between the 10th & 25 th percentile on MAP will be targeted for Tier 2 intervention services on top of their English Language Learner services.	(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Student Achievement Meetings (SAM's): Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Fall, Winter and Spring MAP assessments	No funding
		(5) Students progress will be monitored using the Ellevations program by ELL Teacher to track data bi-weekly.	Full implementation of data analysis protocol	Continuous monitoring	No funding
Objective 3: The percentage of Hispanic/Latino students scoring proficient/distinguished in READING will increase from 33.3% to 42.3% according to Kentucky Summative Assessment in Spring 2024.					
Objective 4: The percentage of Hispanic/Latino students scoring proficient/distinguished in MATH will increase from 42.4%% to 45.4% according to Kentucky Summative Assessment in Spring 2022.	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from PLC Learning Logs and MAP in order to adjust instruction and determine interventions.	(4)Homeroom teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require RTI interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		(4)Homeroom teachers will disaggregate each unit test from PLC documents to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
Objective 5: The percentage of Hispanic/Latino students scoring proficient/distinguished in MATH will increase from 42.4%% to 48.4% according to Kentucky Summative Assessment in Spring 2023.	(5) Focus Meetings: Students who score between the 10th & 25 th percentile on MAP will be targeted for Tier 2 intervention services on top of their English Language Learner services.	(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Student Achievement Meetings (SAM's): Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Fall, Winter and Spring MAP assessments	No funding
		(5) Students progress will be monitored using the Ellevations program by ELL Teacher to track data bi-weekly.	Full implementation of data analysis protocol	Continuous monitoring	No funding
Objective 6: The percentage of Hispanic/Latino students scoring proficient/distinguished in MATH will increase from 42.4%% to 51.4% according to Kentucky Summative Assessment in Spring 2024.					

Goal 4- Growth: The percentage of students in READING scoring Novice will decrease from 24.4% in Spring of 2020 to below 10% by Spring 2024 according to Kentucky Summative Assessment. The percentage of students in MATH scoring Novice/Apprentice will decrease from 12.5% in Spring of 2020 to below 10% by Spring 2024 according to Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, no more than 18% of students at Northside Elementary will be Novice in Reading or Math as measured by MAP.	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from PLC Data Documents and MAP in order to adjust instruction and determine interventions.	(4)Homeroom teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require RTI interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		(4)Homeroom teachers will disaggregate each unit test from PLC Learning Logs to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
	(5) Focus Meetings: Students who score between the 10 & 25 th percentile on MAP will be targeted for Tier 2 intervention services.	(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Winter and Spring MAP	No funding
		(5) Student progress will be monitored every 2 weeks on FAST progress monitoring for reading fluency and comprehension.	FAST data will be analyzed by the RTI team once 6 data points on FAST progress monitoring have been collected	RTI team will analyze data monthly	School funds
	(5) Research based programs for Tier 3: Students who score below the 10 th percentile on MAP will be targeted for Tier 3 intervention services. Student progress will be monitored weekly or bi-weekly on FAST progress monitoring for reading fluency, comprehension and math.	(5) Tier 3 interventionist and reading recovery teacher will provide interventions to students based on research based interventions.	Tier 3 Interventionist and Reading Recovery teacher have been trained on research based programs.	Daily to identified students determined by RTI team.	School funds
		(5) Students in Tier 3 will receive 15-30 minutes of instruction on reading fluency and/or comprehension. Or math fluency or application.	Student progress will be monitored every week on FAST progress monitoring for reading fluency and comprehension.	Weekly	School funds
		(5) FAST and MAP data will be analyzed by the RTI and Reading Committee after six data points are collected.	Full implementation of MTSS protocol, RTI meetings	Monthly	No funding
	Objective 2: By 2022, no more than 14% of students at Northside Elementary will be Novice in Reading or Math as measured by MAP.	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from PLC data documents and MAP in order to adjust instruction and determine interventions.	(4)Homeroom teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require RTI interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered
(4)Homeroom teachers will disaggregate each unit test from PLC Learning Logs to determine instructional adjustments and determine students for reteach.			Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
(5) Focus Meetings: Students who score between the 10 & 25 th percentile on MAP will be targeted for Tier 2 intervention services.		(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Winter and Spring MAP	No funding
(5) Research based programs for Tier 3: Students who score below the 10 th percentile on MAP will be targeted for Tier 3 intervention services. Student progress will be monitored weekly or bi-weekly on FAST progress monitoring for reading fluency, comprehension and math.		(5) Tier 3 interventionist and reading recovery teacher will provide interventions to students based on research based interventions.	Tier 3 Interventionist and Reading Recovery teacher have been trained on research based programs.	Daily to identified students determined by RTI team.	School funds
		(5) Students in Tier 3 will receive 15-30 minutes of instruction on reading fluency and/or comprehension. Or math fluency or application.	Student progress will be monitored every week on FAST progress monitoring for reading fluency and comprehension.	Weekly	School funds

Objective 3: By 2024, no more than 10% of students will be NOVICE in READING or MATH as measured by MAP.	(4) MAP and PLC Document data analysis: Collegial groups will monitor assessment data from PLC data documents and MAP in order to adjust instruction and determine interventions.	(4)Homeroom teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require RTI interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		(4)Homeroom teachers will disaggregate each unit test from PLC Learning Logs to determine instructional adjustments and determine students for reteach.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
	(5) Focus Meetings: Students who score between the 10 & 25 th percentile on MAP will be targeted for Tier 2 intervention services.	(4) Homeroom teachers will complete MAP data analysis protocol using SPS form.	Full implementation of data analysis protocol	Grade level teams will analyze data after MAP 3x per year.	No funding
		(4) Homeroom teachers will disaggregate MAP data to determine adjustments and determine student needs for remediation and enrichment.	Full implementation of data analysis protocol	After Winter and Spring MAP assessments	No funding

