# Todd County Middle School 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf" \t "_blank) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf" \t "_blank) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf" \t "_blank) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |
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**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: Increase percentage of students scoring P/D in reading from 40.14% to 63.4% by 2025. Increase percentage of students scoring P/D in math from 17.51% to 51.7% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase percentage of students scoring P/D in reading from 40.14% to 55.3% and in math from 17.51% to 33.2% on 2021-22 Kentucky State Assessment (KSA). | KCWP 2: Design and Deliver Instruction | Ensure that students understand the success criteria within each learning target. (“Our learning target for today is \_\_\_\_\_\_\_\_\_, and we will know we are successful when we \_\_\_\_\_\_\_\_\_\_\_\_.”)  \*Exemplars posted, rubrics or scoring guides made available for students to further ensure understanding. | Lesson plan documentation; walkthrough data | Explicit Instruction Walkthrough diagnostic will provide data for monitoring – develop by January 15th for use. Will evaluate levels on a monthly basis through walkthroughs by building and/or district administration. | N/A | |
| 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.  \*Professional development plan is teacher-driven to accommodate their needs. | Impact survey | Efficiency Committee will discuss funding and budgeting to include Professional Development opportunities for the end of the 2021-22 school year and for the 2022-23 school year SBDM budget to recommend to SBDM. | $500 Professional Development from SBDM Council funds. | |
| KCWP 5: Design, Align, and Deliver Support | Continue to use PLC data teams protocol to create and monitor a “watch list” for students performing below proficiency. | PLC minutes; Intervention boards in room 2. | Student data/grades/STAR scores will be monitored to track student progress. | N/A | |
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## 2: Separate Academic Indicator

| Goal 2: Increase percentage of students scoring P/D in Social Studies from 32% to 57.3% by 2025. Increase percentage of students scoring P/D in Writing from 33.99% to 42.3% by 2025. Increase percentage of students scoring P/D in Science from 15.9% to 46.5% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Science teachers will continue to deliver a Through Course Task (TCT) each semester. | KCWP 2: Design and Deliver Instruction | Ensure that students understand the success criteria within each learning target. (“Our learning target for today is \_\_\_\_\_\_\_\_\_, and we will know we are successful when we \_\_\_\_\_\_\_\_\_\_\_\_.”)  \*Exemplars posted, rubrics or scoring guides made available for students to further ensure understanding. | Lesson plan documentation; walkthrough data | Explicit Instruction Walkthrough diagnostic will provide data for monitoring – develop by January 15th for use. Will evaluate levels on a monthly basis through walkthroughs by building and/or district administration. | N/A | |
| 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.  \*Professional development plan is teacher-driven to accommodate their needs. | Impact survey | Efficiency Committee will discuss funding and budgeting to include Professional Development opportunities for the end of the 2021-22 school year and for the 2022-23 school year SBDM budget to recommend to SBDM. | $500 Professional Development from SBDM Council funds. | |
| KCWP 5: Design, Align, and Deliver Support | Continue to use PLC data teams protocol to create and monitor a “watch list” for students performing below proficiency. | PLC minutes; Intervention boards in room 2. | Student data/grades/STAR scores will be monitored to track student progress. | N/A | |
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| Objective 2  All teachers will review the TCMS writing plan and implement the plan throughout the school year. | KCWP: 1 Design and Deploy Standards | Review TCMS writing plan and policy. | SBDM Council Meeting minutes. | Policy/plan evaluated through SBDM council annually. Revisions by January 2022. | N/A | |
| Indicate plan needs interdepartmentally | ERF faculty meeting agenda; PLC minutes. | February 2022. | N/A | |
| KCWP 2: Design and Deliver Instruction | Ensure that students understand the success criteria within each learning target. (“Our learning target for today is \_\_\_\_\_\_\_\_\_, and we will know we are successful when we \_\_\_\_\_\_\_\_\_\_\_\_.”)  \*Exemplars posted, rubrics or scoring guides made available for students to further ensure understanding. | Lesson plan documentation; walkthrough data | Explicit Instruction Walkthrough diagnostic will provide data for monitoring – develop by January 15th for use. Will evaluate levels on a monthly basis through walkthroughs by building and/or district administration. | N/A | |
| 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.  \*Professional development plan is teacher-driven to accommodate their needs. | Impact survey | Efficiency Committee will discuss funding and budgeting to include Professional Development opportunities for the end of the 2021-22 school year and for the 2022-23 school year SBDM budget to recommend to SBDM. | $500 Professional Development from SBDM Council funds. | |
| Objective 3  Social Studies teachers will continue to work toward involving inquiry practices within instructional units. | KCWP 2: Design and Deliver Instruction | Ensure that students understand the success criteria within each learning target. (“Our learning target for today is \_\_\_\_\_\_\_\_\_, and we will know we are successful when we \_\_\_\_\_\_\_\_\_\_\_\_.”)  \*Exemplars posted, rubrics or scoring guides made available for students to further ensure understanding. | Lesson plan documentation; walkthrough data | Explicit Instruction Walkthrough diagnostic will provide data for monitoring – develop by January 15th for use. Will evaluate levels on a monthly basis through walkthroughs by building and/or district administration. | N/A | |
| 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.  \*Professional development plan is teacher-driven to accommodate their needs. | Impact survey | Efficiency Committee will discuss funding and budgeting to include Professional Development opportunities for the end of the 2021-22 school year and for the 2022-23 school year SBDM budget to recommend to SBDM. | $500 Professional Development from SBDM Council funds. | |
| KCWP 5: Design, Align and Deliver Support | Ensure teachers have resources for changing standards. | Purchase of reading/writing resources with aligned curriculum to standards. | Purchased by January 2022; implementation by February 2022. | District Office | |
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## 3: Achievement Gap

| Goal 3: Reduce the gap in scores in African American and Disability w/IEP compared with "All Students" to within a margin of 15% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase percentage of students scoring Proficient/Distinguished in gap groups by 7% on the 2021-22 KSA. | KCWP 2: Design & Deliver Instruction | Develop a working bank of tier 1, 2, and 3 strategies (both academic and behavioral) that teachers understand and can explain for use in instruction. | PLC/Data Teams notes | Data Teams lists added to bi-weekly; master list created by administration and shared monthly with all staff. | $500 for Professional Development from SBDM Council funds. | |
| Implementation of Explicit Instructional strategies used in all content areas. | Lesson plans, walkthroughs | Explicit Instruction Walkthrough diagnostic will provide data for monitoring – develop by January 15th for use. Will evaluate levels on a monthly basis through walkthroughs by administration and each grading period with district administration via walkthroughs. | N/A | |
| KCWP 4: Review, Analyze and Apply Data | STAR assessments will be given as interim assessments tracking students’ overall performance. After each implementation, teachers will analyze data to identify students who are either close to proficiency or just above the proficiency line. | STAR data | Assessment with be given in January, and again shortly afterward (likely April, though that date hasn’t been set yet). | N/A | |
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| KCWP 5: Design, Align and Deliver Support | Implement coaching sessions in which teachers are identifying individual areas of struggle in regards to standards, creating common formative assessments and rubrics, as well collaboration. Discuss strategies and instructional practices that will meet the needs of gap students. | MTSS committee minutes | MTSS committee to meet monthly and analyze student progress, assign students to tier levels of support. Report will be submitted to SBDM council for review. | N/A | |
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## 4: Growth

| Goal 4: At least 90% of all students will grow by a minimum score of 50 growth points by 2025, with the growth score increasing to 100 for the school. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase number of students with growth scores of 100 or higher (for the year) by at least 100 students by the final STAR math/reading assessment for the 2021-22 school year. | KCWP 4: Review, Analyze and Apply Data | Students in each grade level will set goals in regard to their performance on STAR assessments, and will track and monitor their goals throughout the school year. | STAR data | Assessment with be given in January, and again shortly afterward (likely April, though that date hasn’t been set yet). | N/A | |
| Monitor TCTs, in-class assignment grades, and intervention success using the PLC/data team structures to ensure targeted students are showing growth. | PLC minutes | Grading periods, TCT data, and PLC data will be reviewed monthly (with the exception of TCT, which is once per semester) to monitor progress toward goal. | N/A | |
| KCWP 5: Design, Align and Deliver Support | Data teams will continue to prioritize standards using assessment data, creating common formative assessments and rubrics, as well collaborating with colleagues to discuss strategies and instructional practices that will meet the needs of individual students. | PLC minutes | PLCs meet bi-weekly to assess. | N/A | |
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## 5: Transition Readiness

| Goal 5: By 2025, the composite score for transition readiness (reading/writing, math, science, social studies) will be at benchmark level, which will be determined by Ky. Department of Education. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Proficiency Indicator score of 65 and Separate Academic score of 55, with a Growth Indicator of 55 on the 2021-22 KSA. | KCWP 4: Review, Analyze, and Apply Data | Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. | PLC minutes | Data teams are implemented bi-weekly, 100% participation ensured through administration accountability, and goals/instructional strategies are reflected upon at the next meeting. | N/A | |
| Utilize “early warning tool” report & ABRI reports to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Utilize tier II and III behavior interventions for at-risk students. | MTSS meeting notes | MTSS team meetings occur monthly to identify at-risk students and develop behavior and academic plans for their success.  Early warning tool is pulled yearly, as well. | N/A | |
| KCWP 2: Design and Deliver Instruction | Ensure congruency is present between standards, learning targets, and assessment measures. | PLC minutes, walkthrough data | ERF agendas ensure that standards, learning intentions, success criteria, and assessment measures are congruent and rigorous to reflect the demands of grade-level standards and beyond (for G/T). | N/A | |
| Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | PLC minutes, walkthrough data | Teacher professional development reflects teacher needs, and develops capacity in instructional best practices. PLCs cont. to identify students who are not mastering standards and intervening when necessary. RtI reading, math, and writing teachers are highly qualified. | N/A | |
|  | Plan for and implement active student engagement strategies. | Lesson plans, PLC minutes | Incorporate Kagan and Thoughtful Ed. structures, as well as other successful engagement strategies, as observed in classroom walkthroughs (TPGES). | N/A | |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): N/A for middle school | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## 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:** |
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| **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:**  N/A |
| **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:**  N/A |

| **Targeted Subgroups and Evidence-Based Interventions:** |
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| **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: N/A**   | **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. |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

| **Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students** |
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| **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: N/A** |

## 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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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.

| **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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