

## North Middletown Elementary (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, Baldrige, 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.): By the year 2024, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Reading from 48.4% to 49.69 and in Math from 48.5% to 49.8%, as required by state academic assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May of 2021, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Reading from 48.4% to 49.7%.</p>	<p>KCWP4: Sustain and refine a systematic approach for the review, analyzing and application of data in order to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>KCWP4: The school's staff will meet in PLC teams and collaborate to implement a process for monitoring student data regularly. The team will meet weekly to discuss outcomes and determine priorities for individual student success.</p>	<p>Increase student proficiency on Reading MAP, District Learning Checks, Fontas and Pinnell Assessments for reading and tier movement in RTI.</p>	<p>Progress monitoring for reading is ongoing and will be documented through weekly PLC agendas, walk-through data, 30-60-90 plans and MAP growth data. The principal and staff will analyze data to note mastery of standards on district learning checks.</p>	
<p>Objective 2 By May of 2021, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Math from 48.5% to 49.8%, as required by state academic assessment data.</p>	<p>KCWP4: Sustain and refine a systematic approach for the review, analyzing and application of data in order to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>KCWP4: The school's staff will meet in PLC teams and collaborate to implement a process for monitoring student data regularly. The team will meet weekly to discuss outcomes and determine priorities for individual student success.</p>	<p>Increase student proficiency on Math MAP, District Learning Checks, KeyMath Assessments and tier movement in Math RTI.</p>	<p>Progress monitoring for math is ongoing and will be documented through weekly PLC agendas, walk-through data, 30-60-90 plans and MAP growth data. The principal and staff will analyze data to note mastery of standards on district learning checks.</p>	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By the year 2024, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in the area of Science from 44% to 66.4% and in Social Studies from 57.2% to 58.27%, as required by state assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the year 2021, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Science from 44% to 45.4%, as measured by state assessment data.</p>	<p>KCWP2: Implement a system for delivering high quality science instruction in order to ensure future success in science.</p>	<p>KCWP2: The staff and principal will implement a system for delivering high quality Science instruction in order to ensure future success in Science. Curriculum maps for science will be reviewed and updated as needed. The progress of students will be monitored to measure instructional effectiveness.</p>	<p>The principal will note high quality science instruction in the classroom and the STEM lab that correlate to the updated Curriculum Maps and will see an increase in proficiency on district Learning Check data, Through Course Tasks and IC grade reports.</p>	<p>Progress monitoring is ongoing by the principal and will be documented through weekly PLC agendas, walk-through data, Through Course Tasks, 30-60-90 plan and District Learning Check Data.</p>	
		<p>Teachers will provide students with guided instruction and practice on responses to Through Course Tasks (TCT) in science.</p>			
		<p>Teachers and support staff will provide students with high quality instruction and collaborative activities in the STEM lab.</p>			
<p>Objective 2  Goal 2: By the year 2021, North Middletown Elementary will increase the percentage of students scoring Proficient and Distinguished in Social Studies from 57.2% to 58.27%, as measured by state assessment data.</p>	<p>KCWP1: Develop a plan to continuously assess, review, and revise curriculum to ensure that all students have the knowledge, skills, and disposition for future success in the area of Social Studies.</p>	<p>KCWP1: The school's staff will meet in teams and collaborate to establish a process for monitoring curriculum alignment, deconstructing standards and developing congruent learning targets in the area of Social Studies.</p>	<p>Aligned curriculum maps and learning targets for students, and data analysis in PLC will lead to an increase in proficiency on Social Studies district learning checks.</p>	<p>Progress monitoring is ongoing by the principal and will be documented through walk-throughs, 30-60-90 plan and PLC data analysis of district learning check data.</p>	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): By the year 2024, North Middletown Elementary will increase the percentage of students in the consolidated group for Economically Disadvantaged scoring Proficient and Distinguished in reading from 39.1% to 45.91% and in Math from 38.5% to 46.18%, as measured by state academic assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the year 2021, North Middletown Elementary will increase the percentage of students in the consolidated group for the Economically Disadvantaged scoring Proficient and Distinguished in Reading from 39.1% to 45.91% as measured by state academic assessment data.	KCWP 4: Develop a systematic approach for the review, analyzing and application of data in order to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	KCWP 4 :The school’s staff will meet in teams and will collaborate to establish a process for monitoring curriculum alignment, deconstructing standards and developing congruent learning targets.	An increase in proficiency for the GAP group Economically Disadvantaged noted through MAP data, District Learning Check data and IC reports for standards mastery.	Progress monitoring is ongoing by the principal and staff and will be documented through weekly PLC agendas, IC standards mastery reports, 30-60-90 plans, walk-through data and growth on MAP data three times per year.	
		Staff will monitor MAP data for reading and math three times per year, IC standards mastery weekly, and district learning check data in order to determine intervention needs.			
Objective 2 By the year 2021, North Middletown Elementary will increase the percentage of students in the consolidated group for the Economically Disadvantaged scoring Proficient and Distinguished in Math from 43.5% to 51.19%, as measured by state academic assessment data.		Teachers will provide students with Kagan activities for engagement throughout the year for continued progress in reading and math.		Ongoing progress monitoring and training sessions throughout the year by a trained leader, Shauna Phillips, will note an increase in the use of Kagan strategies within the classroom and increase in proficiency.	
		KCWP 4 :The school’s staff will meet in teams and will collaborate to establish a process for monitoring curriculum alignment, deconstructing standards and developing congruent learning targets.	The ongoing use of Kagan engagement activities among students in reading and math will contribute to a reduction in novice scores on IC reports, MAP data, and District Learning Check Data.		

#### 4: Growth

Goal 4 (State your growth goal.): By the year 2024, North Middletown Elementary will increase the percentage of growth from 59.3% to 74%, as measured by state academic assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the year 2021, North Middletown Elementary will decrease the percentage of students scoring below proficiency in reading from 51.6% to 55% and in Math from 51.6% to 55%, as measured by state academic assessment data.</p>	<p>KCWP 5: Implement systems of support in order to ensure that all students are achieving at high levels.</p>	<p>KCWP 5: Teachers and the principal will ensure that formative, interim and summative assessment results, as well as universal screener data are used appropriately to provide students with intervention in reading and math among tiers.</p>	<p>An increase in the number of students achieving proficiency in reading and math on MAP, IC standards mastery reports, common assessment data and the movement of students among tiers in intervention.</p>	<p>Progress will be monitored through a 30-60-90 plan throughout the year. Evidence and progress will be overseen at the school level by the principal.</p>	
		<p>Teachers will provide students with Growth Mindset lessons/activities throughout the year for continued progress in math and reading.</p>	<p>The use of Kagan engagement activities will lead to an increase in proficiency in reading and math as noted through MAP reports, IC standards mastery reports, and common assessments.</p>	<p>The principal will monitor progress through weekly walkthroughs, lesson plans and staff PLCs where MAP data is analyzed three times per year to show student progress in reading and math.</p>	
		<p>Teachers will provide students with discussions about their progress each quarter and assist them in setting goals for continued progress towards mastery in reading and math.</p>		<p>The principal will monitor progress through walkthroughs, lesson plans and staff PLCs where MAP data, IC reports, and common assessments are analyzed to show student progress in reading and math.</p>	
		<p>Teachers will provide students with Kagan activities for engagement throughout the year for continued progress in reading and math.</p>			
		<p>KCWP 5: Teachers and the principal will ensure that formative, interim and summative assessment results, as well as universal screener data are used appropriately to provide students with intervention in reading and math among tiers.</p>			

		Teachers will provide students with Growth Mindset lessons/activities throughout the year for continued progress in math and reading.			
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## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): N/A for Elementary

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A for Elementary

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					



## 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:**

North Middletown Elementary is not a Targeted School.

### 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:** North Middletown Elementary is not a Targeted School.

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.	<input checked="" type="checkbox"/>
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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:** North Middletown Elementary is not a Targeted School.

## 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.

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.	<input checked="" type="checkbox"/>
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