

# Madison Middle School Comprehensive School Improvement Plan (CSIP) 2020-2021

## 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.

## Explanations/Directions

**Goal:** Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1: By 2022 increase the proficiency score from 68.5 to 72.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency score in math from 40.3 in 2019 to 48.4 in 2022	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>1) Assign iReady individual student pathways; specific teacher-assigned lessons</li> <li>2) Provide clear, aligned, student-friendly, rigorous learning targets that are referenced throughout the lesson to include clear directions for students</li> <li>3) Use item analysis methods during PLCs to evaluate instructional strategy effectiveness and determine if instructional adjustments are needed, if so, what adjustments</li> <li>4) Professional Learning – Continuous Classroom Improvement (CCI) and Math Design Collaborative (MDC)</li> </ol>	<p>Standards mastery assessments</p> <p>Data in PLCs – both student achievement and teacher practice data through OTISS/ MDC walkthroughs</p> <p>Content formative assessments</p> <p>PDSA</p>	<p>Standards mastery assessments within units</p> <p>Twice monthly PLCs</p> <p>Weekly learning target checks (admin)</p> <p>Professional learning feedback through Plus/Deltas</p> <p>CCI Learning Walks</p> <p>MDC fidelity measure walk-throughs</p>	iReady software for diagnostic test and student learning pathway \$18,000 – Title 1 and district support for assessment portion
	KCWP3 – Design and Deliver Assessment Literacy	<ol style="list-style-type: none"> <li>1) Create formative and summative assessments aligned to content standards</li> <li>2) In PLCs, analyze current assessments and improve their effectiveness by raising the rigor of questions</li> <li>3) Evaluate the quality of test items, test tasks, and scoring rubrics through PLC assessment analysis</li> </ol>	<p>Common unit assessments</p> <p>Data analysis in PLCs</p>	Twice monthly PLCs	
	KCWP4 – Review, Analyze and Apply Data	<ol style="list-style-type: none"> <li>1) Administer iReady Diagnostic Assessment (fall, winter, spring)</li> <li>2) GearUp academic interventionist to provide support for 8<sup>th</sup> grade students</li> <li>3) FLEX schedule to include weekly intervention for all students in math</li> </ol>	<p>Improved iReady scores for all students</p> <p>Improved student grades</p>	<p>Fall, winter, spring diagnostic assessment data</p> <p>GearUp intervention data</p>	GearUp grant

Goal 1: By 2022 increase the proficiency score from 68.5 to 72.4.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the proficiency score in reading from 57.7 in 2019 to 63.5 in 2022	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>1) Assign iReady individual student pathways; specific teacher-assigned lessons</li> <li>2) Provide clear, aligned, student-friendly, rigorous learning targets that are referenced throughout the lesson to include clear directions for students</li> <li>3) Use item analysis methods during PLCs to evaluate instructional strategy effectiveness and determine if instructional adjustments are needed, if so, what adjustments</li> <li>4) Use specific annotation processes when reading passages across content areas to improve student comprehension strategies</li> <li>5) Professional Learning – Continuous Classroom Improvement (CCI)</li> </ol>	<p>Standards mastery assessments</p> <p>Data in PLCs – both student achievement and teacher practice data through OTISS walkthroughs</p> <p>Content formative assessments</p> <p>PDSA</p>	<p>Standards mastery assessments within units</p> <p>Twice monthly PLCs</p> <p>Weekly learning target checks (admin)</p> <p>Professional learning feedback through Plus/Deltas</p> <p>CCI Learning Walks</p>	iReady software for diagnostic test and student learning pathway \$18,000 – Title 1 and district support for assessment portion
	KCWP3 – Design and Deliver Assessment Literacy	<ol style="list-style-type: none"> <li>1) Create formative and summative assessments aligned to content standards</li> <li>2) In PLCs, analyze current assessments and improve their effectiveness by raising the rigor of questions</li> <li>3) Evaluate the quality of test items, test tasks, and scoring rubrics through PLC assessment analysis</li> </ol>	<p>Common unit assessments</p> <p>Data analysis in PLCs</p>	Twice monthly PLCs	
	KCWP4 – Review, Analyze and Apply Data	<ol style="list-style-type: none"> <li>1) Administer iReady Diagnostic Assessment (fall, winter, spring)</li> <li>2) GearUp academic interventionist to provide support for 8<sup>th</sup> grade students</li> <li>3) FLEX schedule to include weekly intervention for all students in reading</li> </ol>	<p>Improved iReady scores for all students</p> <p>Improved student grades</p>	<p>Fall, winter, spring diagnostic assessment data</p> <p>GearUp intervention data</p>	GearUp grant



## 2: Separate Academic Indicator

Goal 2: By 2022 increase the separate academic indicator score from 62.9 to 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve the science indicator from 21.3 to 32	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>1) Provide clear, aligned, student-friendly, rigorous learning targets that are referenced throughout the lesson to include clear directions for students</li> <li>2) Use item analysis methods during PLCs to evaluate instructional strategy effectiveness and determine if instructional adjustments are needed, if so, what adjustments</li> <li>3) Use specific annotation processes when reading passages across content areas to improve student comprehension strategies</li> <li>4) Professional Learning – Continuous Classroom Improvement (CCI)</li> </ol>	<p>Standards mastery assessments</p> <p>Analysis of assessment data in PLCs</p> <p>Content formative assessments</p> <p>PDSA</p>	<p>Standards mastery assessments</p> <p>Twice monthly PLCs</p> <p>Weekly learning target checks (admin)</p> <p>Professional learning feedback through Plus/Deltas</p> <p>CCI Learning Walks</p>	
Objective 2: Improve the writing indicator from 29.2 to 38.9	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>1) Use schoolwide writing process across contents to provide consistency when writing answers to extended and short-answer response questions</li> <li>2) Use specific annotation processes when reading passages across content areas to improve student comprehension strategies</li> <li>3) Provide clear, aligned, student-friendly, rigorous learning targets that are referenced throughout the lesson to include clear directions for students</li> <li>4) Use item analysis methods during PLCs to evaluate instructional strategy effectiveness and determine if instructional adjustments are needed, if so, what adjustments</li> </ol>	<p>School-wide writing practice – live score</p> <p>Analysis of assessment data in PLCs</p> <p>Content formative assessments</p> <p>PDSA</p>	<p>Twice monthly PLCs</p> <p>Weekly learning target checks (admin)</p> <p>Professional learning feedback through Plus/Deltas</p> <p>CCI Learning Walks</p>	

Goal 2: By 2022 increase the separate academic indicator score from 62.9 to 67.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		5) Professional Learning – Continuous Classroom Improvement (CCI)			
Objective 3: Improve the social studies indicator from 60.3 to 65.6	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>1) Use schoolwide writing process across contents to provide consistency when writing answers to extended and short-answer response questions</li> <li>2) Use specific annotation processes when reading passages across content areas to improve student comprehension strategies</li> <li>3) Provide clear, aligned, student-friendly, rigorous learning targets that are referenced throughout the lesson to include clear directions for students</li> <li>4) Use item analysis methods during PLCs to evaluate instructional strategy effectiveness and determine if instructional adjustments are needed, if so, what adjustments</li> <li>5) Professional Learning – Continuous Classroom Improvement (CCI)</li> </ol>	<p>Analysis of assessment data in PLCs</p> <p>Content formative assessments</p> <p>PDSA</p>	<p>Twice monthly PLCs</p> <p>Weekly learning target checks (admin)</p> <p>Professional learning feedback through Plus/Deltas</p> <p>CCI Learning Walks</p>	

### 3: Achievement Gap

Goal 3: By 2022 we will increase the proficiency score for our economically disadvantaged in math from 31.3 to 50.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, 65% of free/reduced students will score at or above the proficiency level in math	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>iReady individual student pathways for math</li> <li>Provide clear, student-friendly, rigorous learning targets that are aligned with state standards and are referenced throughout the lesson to include clear directions for students</li> <li>GearUp academic interventionist to support 8<sup>th</sup> grade students</li> </ol>	iReady diagnostic assessment (fall, winter, spring)  Learning targets	3x per school year  Teachers/Administration  GearUp academic interventionist	iReady – approximately \$18,000 with district support  GearUp grant
	KCWP4 – Review, Analyze, and Apply Data	<ol style="list-style-type: none"> <li>Use item analysis methods during PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</li> </ol>	PLCs  PDSA  Common assessment mastery	Monthly  Teachers/Administration  District Instructional Coach	
	KCWP5 – Design, Align and Deliver Support	<ol style="list-style-type: none"> <li>Instructional Coach support for math teachers</li> <li>GearUp academic interventionist to support 8<sup>th</sup> grade students</li> </ol>	Fidelity measures – OTISS and MDC  PDSA	Monthly walk-throughs  PLCs/Building Implementation Team (BIT)  District Instructional Coach  Administration  GearUp Academic Interventionist	GearUp grant

#### 4: Growth

Goal 4: By 2022 increase the school growth score from 47.7 to 55.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve math growth score from 8.1 in 2018 to 15 in 2022	KCWP2 – Design and Deliver Instruction	<ol style="list-style-type: none"> <li>iReady individual student pathways for math</li> <li>Provide clear, student-friendly, rigorous learning targets that are aligned with state standards and are referenced throughout the lesson to include clear directions for students</li> <li>GearUp academic interventionist to support 8<sup>th</sup> grade students</li> </ol>	iReady diagnostic assessment (fall, winter, spring)  Learning targets	3x per school year  Teachers/Administration  GearUp academic interventionist	iReady – approximately \$18,000 with district support  GearUp grant
	KCWP4 – Review, Analyze, and Apply Data	<ol style="list-style-type: none"> <li>Use item analysis methods during PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</li> </ol>	PLCs  PDSA  Common assessment mastery	Monthly  Teachers/Administration  District Instructional Coach	
	KCWP5 – Design, Align and Deliver Support	<ol style="list-style-type: none"> <li>Instructional Coach support for math teachers</li> <li>GearUp academic interventionist to support 8<sup>th</sup> grade students</li> </ol>	Fidelity measures – OTISS and MDC  PDSA	Monthly walk-throughs  PLCs/Building Implementation Team (BIT)  District Instructional Coach  Administration  GearUp Academic Interventionist	GearUp grant

## 5: Transition Readiness

Goal 5: By 2022 increase our 7 <sup>th</sup> grade proficiency in reading from 41% on 2019 fall iReady diagnostic to 65% on 2022 fall iReady diagnostic					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve 7 <sup>th</sup> grade reading proficiency from 57.8 in 2019 to 65 in 2022	KCWP3 – Design and Deliver Assessment Literacy  KCWP4 – Review, Analyze, and Apply Data	iReady individual pathways for students in reading  Reading Plus intervention for bottom tier students  Carbo Reading intervention for lowest 5%  Continuous Classroom Improvement (CCI)	Standards mastery checks  iReady Diagnostic assessments  Progress toward grade level through mastery of assessments  PDSA	Diagnostic assessments – 3x per year (fall, winter, spring)  Each nine weeks  Each unit	iReady – approximately \$18,000 with district support  GearUp grant

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

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

## 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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