

Morgan 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing

- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1 : Goal 1: By June 2025, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 62.4% middle.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By June 2023 there will be an increase from 40% to 45% at the middle school level scoring proficient/distinguished in Reading.</p>	<p>Design and Deliver Instruction</p>	<p>Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success)</p> <p>Universal Design for Learning</p>	<p>Coaching document data, school assessment and district universal screener data</p>	<p>District-level and principal walkthrough coaching documents, data analysis of student performance on classroom assessments and district Universal Screener</p>	<p>Universal Screeners (iReady, STAR)</p> <p>ARP 223,673.35</p> <p>CCEIS IDEA 115,413.00</p>
		<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning intention, Professional development with District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras ; professional development on Learning Intentions and Success Criteria, Peer Observations Promoting increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning Increased student engagement evidenced by coaching documents data; Universal Screener Data will improve Data analysis from weekly district-level</p>			

Goal 1 : Goal 1: By June 2025, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 62.4% middle.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and principal walkthrough coaching documents and Coding Visit data from the Center for Instructional and Behavioral Research in Schools; lesson planning			
	Design and Deliver Assessment Literacy	Ensure implementation of evidence-based resources and curriculums.	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	ESSER II 122,663.69
		Make learning intentions (Clarity work) clear for students.	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	CCEIS- IDEA 115,413.00
		Analysis of the data to identify priorities and implement actionable steps that impact instruction/student learning	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	
Objective 2 By June 2023 there will be an increase from 34% to 39% at the middle school level in students scoring proficient/distinguished in Math.	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, purpose and know the criteria for success)	Coaching/walkthrough document data	District-level and principal walkthrough coaching data	CCEIS- IDEA 115,413.00
		Universal Design for Learning Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target	Increased student engagement evidenced by coaching document data, and coding visit data	Minutes, agendas, and sign-ins of Data analysis from district-level and principal walkthrough coaching documents and Coding Visit data from	

Goal 1 : Goal 1: By June 2025, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 62.4% middle.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Professional development with District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p> <p>Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning</p>		the Center for Instructional and Behavioral Research in Schools	
	Design and Deliver Assessment Literacy	Ensure implementation of evidence-based resources and curriculums.	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	
		Make learning intentions (Clarity work) clear for students.	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	
		-Analysis of the data to identify priorities and implement actionable steps that impact instruction/student learning	Coaching document data, school assessment and district universal screener data	District-level and principal walkthrough coaching documents-documenting evidence based resources.	

Goal 1 : Goal 1: By June 2025, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 62.4% middle.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% at the middle school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By June 2023, there will be an increase from 15% to 20% at the middle school level of students scoring proficient/distinguished in science.</p> <p>Objective 2 By June 2023, there will be an increase, from 31% to 36% of middle school scoring proficient/distinguished in Social Studies.</p> <p>Objective 3: By June 2023, there will be an increase from 38% to 43% at the middle school level of students scoring proficient/distinguished in writing (combined on-demand and mechanics).</p>	Design and Deliver Instruction	<p>Ensure students understand learning expectations (learning targets, goal setting, and purpose and know the criteria for success) Universal Design for Learning</p>	Coaching document data	District-level and principal walkthrough coaching documents	CCEIS- IDEA 115,413.00
		<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target</p> <p>Professional development for District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p> <p>Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning</p>	<p>Increased student engagement evidenced by coaching documents data; lesson plans</p>	District-level and principal walkthrough/coaching data, Coding Visit data from the Center for Instructional and Behavioral Research in Schools	
	Design and Deliver Instruction	Ensure students understand learning expectations (learning	Coaching document data	Weekly district-level and principal walkthrough/coaching documents	

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% at the middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		targets, goal setting, and purpose and know the criteria for success) Universal Design for Learning			
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target Professional development for District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, a random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning	Increased student engagement evidenced by coaching documents data; lesson plans; coaching document data	Weekly district-level and principal walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By June 2023, the percentage of students in the Economically Disadvantaged Group scoring at the proficient/distinguished level in Reading will increase from 31% to 36% at the middle school level.</p>	<p>Design and Deliver Instruction</p>	<p>Implement the MTSS Framework with applicable checklists and documentation tools</p>	<p>Data from formative and summative assessments/projects determines next steps for students and leads to their success on assessments/projects</p>	<p>Agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS) Team, Multi-Tiered System of Supports (MTSS) Teams, Professional Learning Communities (PLCs) agendas and sign-in sheets</p>	
		<ul style="list-style-type: none"> ● Staff will be provided training related to Inclusion ● Staff will be provided training related to Universal Design for Learning and Differentiation ● Staff will be trained on basics of Co-Teaching ● “Teaching Teams” will have additional training and coaching related to Co-Teaching 			
		<ul style="list-style-type: none"> ● Special Education Staff will participate in monthly District Special education 			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLC for High Leverage Practices <ul style="list-style-type: none"> Special Education Staff will participate in monthly School Level Special Education PLC's 			
Objective 2 By June 2023, the percent of students in the Disability – With IEP Category scoring at the proficient level in Reading will increase from 14% to 19% at the middle school level.	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools	Data from formative and summative assessments/performance/projects determines next steps for students and leads to their success on assessments/performance/projects	Agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS) Team, Multi-Tiered System of Supports (MTSS) Teams, Professional Learning Communities (PLCs) agendas and sign-in sheets	
		<ul style="list-style-type: none"> Staff will be provided training related to Inclusion Staff will be provided training related to Universal Design for Learning and Differentiation Staff will be trained on basics of Co-Teaching “Teaching Teams” will have additional training and coaching related to Co-Teaching 			CCEIS- IDEA 115,413.00
		<ul style="list-style-type: none"> Special Education Staff will participate in monthly District Special education 			CCEIS- IDEA 115,413.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLC for High Leverage Practices <ul style="list-style-type: none"> Special Education Staff will participate in monthly School Level Special Education PLC's 			
Objective 3 By June 2023, the percent of students in the Economically Disadvantaged Category scoring Proficient/Distinguished in Math will increase from 29% to 34% at the middle school level.	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools	Data from formative and summative assessments/performance/projects determines next steps for students and leads to their success on assessments/performance/projects	Agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS) Team, Multi-Tiered System of Supports (MTSS) Teams, Professional Learning Communities (PLCs) agendas and sign-in sheets	CCEIS-IDEA 115,413.00
		<ul style="list-style-type: none"> Staff will be provided training related to Inclusion Staff will be provided training related to Universal Design for Learning and Differentiation Staff will be trained on basics of Co-Teaching "Teaching Teams" will have additional training and coaching related to Co-Teaching 			
		<ul style="list-style-type: none"> Special Education Staff will participate in monthly 			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District Special education PLC for High Leverage Practices <ul style="list-style-type: none"> Special Education Staff will participate in monthly School Level Special Education PLC's 			
	Design and Deliver Instruction Weekly district-level and principal walkthrough/coaching data	Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning	Coaching document data		
Objective 4: By June 2023, the percent of students with a Disability – With IEP Category scoring proficient in Math will increase from 14% to 19% at the middle school level.					IDEA 115,413.00

4: English Learner Progress

Goal 4 (State your English learner goal.): By June 2025, all English Language (EL) Students will progress at least 2 levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, all English Language Students will progress at least .5 levels.	Design and Deliver Instruction	Professional development for administration, Regular and EL Teacher(s) via online PD models via World-Class Instructional Design and Assessment (WIDA)	School Professional Development Plans updated based on need	Language Instruction Educational Program (LIEP) at each school results in a structured English Immersion Program Annual Professional Development Logs	
		Teacher Professional Development updated based on his/her areas of need	Weekly Observation data will reflect when the General Education Teachers work in collaboration with the ELL Teacher		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Morgan County Schools will increase the combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 78.1% (Middle).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, all schools will increase the Climate Index from 71.3% to 76.3% (Middle).	Establishing Learning Culture and Environment	Implement social-emotional learning (SEL) curriculum promoting shared leadership opportunities among all school communities to elevate a positive and supportive culture for learning.	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
		District-wide Positive Behavioral Instructional Supports (PBIS) Trauma Care Plan Calming Kits, and Positive Actions	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
Objective 2 By June 2023, all schools will increase the Safety Index 64.8% to 69.8% (Middle).	Establishing Learning Culture and Environment	Ensure processes are in place to communicate with and support parents/families to address barriers to learning	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
		Wong, Harry, and Rosemary Wong. The First Days of School: How to Be an Effective Teacher. Singapore: Harry Wong Publications, 2018.	Decreased office referrals Decrease in low and high incidence	Annual Professional Development Logs Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services	

Goal 5 (State your climate and safety goal.): By 2025, Morgan County Schools will increase the combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 78.1% (Middle).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			behaviors Individual Student Infractions	(CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
		Health Smart Curriculum			
		Forest Quillen & Joe Washington			
		PBIS Training and Walk-Throughs			

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI 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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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?</p> <p>Response: The leadership team has been and will continue to attend training and conferences to learn best practices for working with our special education students. Continue partnership with KEDC: Root Cause Analysis, ABRI-Co-Teaching/Inclusion, and other professional learning opportunities. Principal Amber Adams attended TSI Training to ensure evidence based practices and plans are implemented. All school leadership has attended the KCCBD Behavior Institute. This focuses on what we can do to help students who are struggling with not only behaviors, but also academically. The focus in many sessions was learning to keep kids in a mindset that was conducive to learning rather than an escalated mindset where learning is diminished. The principal and district leadership team met to discuss data to plan next steps, district team assisted in revision of CSIP, SBDM Coordinator and Chief Academic Officer met with SBDM council to discuss and breakdown KSA results. NISL</p>

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: District leadership team reviewed MCMS allocation and use of resources, any resource inequities that might contribute to underperformance and how inequities will be addressed. Superintendent transferred an exceptional child instructor from MCHS to MCMS, based on need. Chief academic officer met with the principal to break down data to target ESS and Learning Loss Students. Director of Student Services helps provide check-ins with students with highest need. DOSE will continue to lead and monitor MCMS Special Education PLC's. Implementation of data tracking tools to graph and determine grouping, progress monitoring and needs (universal screener, attendance, behavior, SRSS).

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: All staff had trauma informed training (11/17/22). Staff will relate and share the trauma-informed stories in collaboration with Meghan Martin (KEDC/CIBRS), and Shani Havens, school counselor.

Schoolwide PBIS Walkthrough by KEDC. DOSE , Chief Academic Officer and Deputy Superintendent assisted Principal in staff training of analysis of IEPs using DOSE- created IEP Checklist. Audit and revise the infraction system. Continue Professional Learning Communities- check-in/check-out, with KEDC, and CLARITY Work. Train on assessments: Threat Assessment vs Risk Assessment (Columbia Screener/Virginia CSTAG)- Jordan Letcher Williams, KEDC and Meghan Martin- KEDC/CIBRS.

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?

Response:

Academic:

- o Clarity: share clear learning intentions and the KAS for all content areas
- o Explicit teaching and modeling
- o Co-Teaching

Non-Academic:

- o Why-Try:
- o Trauma Informed Practices/Approach
- o Resilience for Youth
- o Coping Cat
- o Skill Stream

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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 all staff: Inclusion (Abri)		<input type="checkbox"/>
Train all staff: Effective Co-Teaching (Abri)		<input type="checkbox"/>
IEP- Supplementary Aids and Services (Special Education Teachers)		<input type="checkbox"/>
All Staff: Root Cause Analysis- KEDC		<input type="checkbox"/>
Why Try	WhyTry is an evidence-based social and emotional learning (SEL) program. <i>“...the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.”</i>	<input type="checkbox"/>
Resilience For Youth		<input type="checkbox"/>
Implementation of Tier I PBIS	Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org .	<input type="checkbox"/>

Novice Reduction for Gap Closure 30-60-90 Day Plan

Plan Title Goes Here

Horizon Goal:
<p>180 Day Goal: By June 2023, the percentage of students in the Economically Disadvantaged Group scoring at the proficient/distinguished level in Reading will increase from <u>31% to 36%</u> at the middle school level.</p> <p>By June 2023, the percent of students in the Economically Disadvantaged Category scoring <u>Proficient/Distinguished in Math</u> will increase from <u>29% to 34%</u> at the middle school level.</p> <p>By June 2023, the percent of students in the Disability – With IEP Category scoring at the proficient level in <u>Reading</u> will increase from <u>14% to 19%</u> at the middle school level.</p>

In the first 30 days, we will know we are successful when:
The measures/evidence we will use are:

First 30 days action strategies:	Who is on point?	By When?	How Communicated?
<ul style="list-style-type: none"> • Trauma Informed Care Training 		11-17-2022	
<ul style="list-style-type: none"> • Root Cause Training 		11-3-2022	
<ul style="list-style-type: none"> • SRSS-IE Analysis with Jordan Letcher Williams 		11-9-2022	
<ul style="list-style-type: none"> • Training on Why Try 		November 29-30	
<ul style="list-style-type: none"> • Training on Resilience for Youth 		December 8-9	
<ul style="list-style-type: none"> • Training Supplementary Aids & Services 		December 5	
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
If we are not successful, we will:			

In the first 60 days, we will know we are successful when:
The measures/evidence we will use are:

First 60 days action strategies:	Who is on point?	By When?	How Communicated?
• Implement groups with Why Try			
• Implement groups with Resilience for Youth			
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If we are not successful, we will:

In the first 90 days, we will know we are successful when:

The measures/evidence we will use are:

First 90 days action strategies:	Who is on point?	By When?	How Communicated?
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If we are not successful, we will:			

In the first 120 days, we will know we are successful when:
The measures/evidence we will use are:

First 120 days action strategies:	Who is on point?	By When?	How Communicated?
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If we are not successful, we will:

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In the first 150 days, we will know we are successful when:

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The measures/evidence we will use are:

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First 150 days action strategies:	Who is on point?	By When?	How Communicated?
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If we are not successful, we will:			

In the first 180 days, we will know we are successful when:
The measures/evidence we will use are:

First 180 days action strategies:	Who is on point?	By When?	How Communicated?
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If we are not successful, we will:			

Projected Next Steps:
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