Comprehensive School Improvement Plan (CSIP)

South Oldham Middle School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **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 Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Objective 1: Increase the reading proficiency score of our students with disabilities from 20% to 23% by the end of the 2025/2026 school year.

Objective 2: Increase the math proficiency score of our students with disabilities from 25% to 28% by the end of the 2025/2026 school year.

Strategy:
1 - Design and Deliver Instruction

2 - Review, Analyze and Apply Data

3 - Establishing a Learning Culture and Environment

Activities:
Strategy 1 Activities:

- Targeted instruction in reading and math using flexible grouping through intervention groups and using as determined by I-Ready Growth Data.
- ECS Coach will provide coaching sessions for special education and general education teachers.
- Explicit Instruction, Yes We Can Conference, KY CEC Conference, National CEC Conference
- Structured out of time reading and math intervention for identified students. This is providing reading support before and after school services along with jumpstart in the summer.
- Intentionally develop a master schedule and support plan that best meets the needs to ECS Staff & Students.
- Partner with Study Sync to enhance implementation of HQIR reading strategies.

Strategy 2 Activities:

- Name and Claim students: create and monitor a "Watch List" for students performing below proficiency—monitored through our responsive South Strong flex block.

- Communicate data with students and goal set with students based on I-Ready data (Student data ownership).
- Provide supports that foster a data driven culture within the school.

Strategy 3 Activities:

- Implementation of responsive South Strong period.
- Providing our ECS students and staff with technology in order to Use varied, personalized, and readily available digital resources to design and deliver instructional content.
- Implementing Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes.
- Implementation of CHAMPS (Safe and Civil Schools) schoolwide behavior structures and classroom management systems to establish consistent expectations, reduce office referrals, and increase instructional time for all students, including ECS students.

Progress Monitoring:

Strategy 1:

- RTI Data, I-Ready Data, MAP Growth data, I-Ready Personalized Learning Integration through resource classes.
- Agendas, PLC meeting data, data triangulation, ECS "Look For" tools, coaching notes.
- Attendance at PD conferences, evidence of implementation in the classroom data.
- Tracking of students who attend and triangulating data through i-Ready and KSA scores.
- Additional work days for MTSS Academic Lead, Director of Counseling, and ARC Chair to work with Principal on developing a responsive master schedule plan.
- PLC Notes and Student Formative Data.

Strategy 2:

- Watch List, PLC Notes, Student Assessment Data, I-Ready Data, other data sources to develop recovery block including ECS Data Boards.
- Student Goal Setting Forms
- Participation in Leadership PD
- Provided substitutes for learning lab walks, PLC rounding, co-teaching cycles, and teacher PD

Strategy 3:

- Progress on I-Ready Personalized Learning
- Student assessment data
- SEL/Character Strong focus and guidance lessons at each grade level.
- Assessment data, iReady scores, Student utilization of Chromebooks & Headphones, Calculators, ECS Staff digital progress monitoring
- Attendance at ASCA Conference & Innovative Schools Counseling Strategies
- Counselor Minute Meeting Notes, Absenteeism Reports, Discipline Reports, ECS Student Reading & Math Academic Achievement.

Funding:

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Reading - Increase proficient/distinguished from 63% to 68% by 2030.

Math - Increase proficient/distinguished from 65% to 70% by 2030.

Objective(s):

Objective 1:
Increase the percentage of students proficient/distinguished in reading from 63% to 66% by the end of the 2025/26 school year.

Objective 2:
Increase the percentage of students proficient/distinguished in math from 65% to 68% by the end of the 2025/26 school year.

Strategy:

1 - Design and Deploy Standards

2 - Design and Deliver Instruction

3 - Review, Analyze and Apply Data

Activities:

Strategy 1:

- Curriculum alignment reviews and protocols are embedded within PLC practice to ensure instruction is tied to grade level standards.
- Greater emphasis on curriculum alignment to priority standards.
- Assessment protocol is used in PLC's to ensure student formative and summative assessments are aligned with proper depth and content of standards.

Strategy 2:

- Developing and modifying a TIER II and III MTSS structure for reading and math (targeting students, progress monitoring, etc.).
- Use of targeted small intervention groups during South Strong led by trained staff.
- PLC protocol where summative and formative evidence is used to inform future teaching practices and interventions.
- HQIR textbooks for Social Studies and workbooks for Math.

Strategy 3:

- Use of student watch list for students performing below proficiency in reading and math.
- Develop a system for students to take ownership of their personal data (i-Ready) through My Path.

Progress Monitoring:

Strategy 1:

- PLC observation notes, alignment protocols, walkthrough data, PLC fidelity checks
- Assessment Protocol documentation, student assessment data

Strategy 2:

- Student RTI data, I-Ready Growth Data
- PLC Protocol, observation notes, student data (I-Ready, formative/summative assessments, etc)

Strategy 3:

- MTSS Watch List, Fall to Winter & Winter to Spring I-Ready growth data
- Student academic reflection forms that are sent to parents

Funding:

N/A

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
No	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies & Writing

Three- to Five-Year Goal:

Increase On-Demand Writing proficient and distinguished rating from 58% to 65% by the end of 2030.

Objective(s):

Increase On-Demand Writing proficiency from 58% to 61% by the end of 2026.

Strategy:

1 - Design and Deploy Standards

2 - Design and Deliver Instruction

3 - Design, Align, and Deliver Support

Activities:

Strategy 1:

- Ensure intentional and aligned opportunities are in place for students to improve On-Demand writing technique.

Strategy 2:

- Implement formal and informal opportunities are available that teachers and students utilize to gather evidence to improve the learning of students in the area of On-Demand Writing.

Strategy 3:

- Implement and commit to purposeful, scheduled monitoring efforts in regards to student On-Demand Writing Needs.

- Targeted Individual Student Groups for students scoring below proficiency.

Progress Monitoring:
Strategy 1:

- Live scoring data and practice ODW student data

Strategy 2:

- Live Scoring Event, Student Feedback, Live scoring data and next steps, PLC notes, I-Ready growth data.

Strategy 3:

- Live Scoring/Scrimmage data, PLC data analysis

Funding:
N/A

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

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:

SOMS administrators are taking part in reading, studying and learning from the book, "Great Instruction, Great Achievement" by John O'Connor. The text is specifically geared towards administrators looking to move achievement forward for students with disabilities. The book focuses on effective tier 1 reading, math and behavioral instruction. SOMS administrators, with collaboration from OCS will study this book to identify and implement research based strategies to help improve students with disabilities achievement.

SOMS administrators will participate in continuous professional development to build capacity in the area of rigorous and explicit instructional practices. Administrators will attend a Leadership PD conference and an Explicit Instruction Professional Development (CEC conference) in order to coach teachers on effective reading intervention strategies. Feedback tools will be created to collect implementation data and to provide an avenue for ongoing communication and support for staff.

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: SOMS Creates our master schedule with Special Education Students first. We build the schedule to ensure all students their appropriate services through our master schedule. We also ensure that special education teachers have common planning with their regular education counterparts. We are frequently evaluating our co-teaching and resource set ups to ensure we have the right people in the right positions. We will evaluate at the end of the year and make appropriate changes.

A survey of student and teacher access to technology will be conducted. SOMS will work towards a 1:1 model of student technology (Chromebooks) during the 2024/2025 school year in order to ensure that every student has access to evidence-based instructional programs geared towards reading fluency and comprehension. Teachers will have access to appropriate technology and programs to implement effective reading intervention strategies.

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:

SOMS has a very young and inexperienced ECS staff that recently has experienced significant yearly turnover. It will be very important that SOMS and OCS work to support these teachers through professional development and support in the classroom. Teaching our teachers effective co-teaching and instructional strategies will be important so they can provide great instruction to students in the resource and co-teaching classroom. In order to effectively meet the learning and support needs of teachers, an ECS coach has been hired for 2025-2026 school year in order to evaluate what direction and next steps should be taken in order to create an effective, sustainable tiered intervention system.

We have one administrator and one counselor that both have a special education background. Along with district support, we will utilize these individuals to support the growth of our largely new staff.

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:

Evidenced-based practices that specifically target ECS population:

- **CHAMPS (Safe and Civil Schools) proactive classroom management and schoolwide behavior systems coaching**
- **Evidence based instructional strategies: Gradual Release of Responsibility, Workshop Model, Opportunities to Respond, Explicit Instruction**
- **Math curriculum - HMH into Math**
- **Evidence-based co-teaching strategies: Parallel and Station Teaching**
- **Orton-Gillingham literacy training for all ECS teachers**
- **Kansas writing strategies professional development for ECS teachers**
- **Extended School Services (before/after school opportunities)**
- **Jump Start Programs**
- **I-Ready Program and use of data to pinpoint targeted instruction**
- **Additional technology/computers for ECS students and classes to access curriculum and supports**
- **Additional support and instruction for leadership and ECS teachers, coach through workshops/conference**
- **Additional ECS part time ECS Coach**

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 "Compliance Requirements" 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
CHAMPS Proactive Classroom Management (Safe and Civil Schools) — schoolwide behavior structures and coaching for teachers and administrators	WWC IES Practice Guide: *Reducing Behavior Problems in the Elementary School Classroom* (CHAMPS K-8) (ies.ed.gov/ncee/wwc/practiceguide/4) Can Effective Classroom Behavior Management Increase Student Achievement in Middle School?
Research Based Instructional Strategies: Explicit Instruction (Workshop Model/Gradual Release of Responsibility/Opportunities to Respond)	Archer & Hughes (2011) "Delivering instruction: Eliciting responses" from Explicit instruction: Effective and efficient teaching Bennett (2007) That workshop book: New structures for classrooms that read, write, and think Fisher & Frey (2014) *Better learning through structured teaching*
Math Curriculum (funded by school budget)	EdReports for HMH Into Math 6-8
Kansas Writing Strategies (Funded by district)	Sheldon, J., & Schumaker, J. B. (1999). *Proficiency in the Sentence Writing Strategy: Instructor's Manual.* Lawrence, KS: The University of Kansas Center for Research on Learning. Schumaker, J. B., & Sheldon, J. (1998). Fundamentals in the Sentence Writing Strategy. Lawrence, KS: The University of Kansas Center for Research on Learning.
Structured Literacy (Funded by district)	Spear-Swerling (2018) Structured literacy and typical literacy practices understanding differences to create instructional opportunities
Increasing effectiveness of PLCs and use of student data(growing PLC/PD and use if I-Ready Data)	WWC: IES Practice Guide Using Student Achievement Data to Support Instructional Decision Making
Structuring Out-of-School Time to Improve Academic Achievement	WWC: IES Practice Guide Recommendation 3. Adapt instruction to individual and small group needs
Increasing opportunities for ECS students to access innovative & STEM based courses	Girls and Guys Realizing Opportunities with STEM
Additional support and instruction for leadership through workshops/conference	Provide supports that foster a data driven culture within the school
ECS part time ECS Coach	Provide supports that foster a data driven culture within the school
Structuring Out-of-School Time to Improve Academic Achievement (reading and math)	WWC: IES Practice Guide Recommendation 3. Adapt instruction to individual and small group needs WWC | Organizing Instruction and Study to Improve Student Learning
Implementing Social-Emotional and Character Development Program on School-Level Indicators of Academic	WWC | Class-Wide Function-Related Intervention Teams (CW-FIT) WWC | Self-Regulated Strategy Development

Evidence-based Activity	Evidence Citation
Achievement, Absenteeism, and Disciplinary Outcomes	