

## Holmes Middle School Comprehensive Improvement Plan

<p style="text-align: center;"><b>Improvement Priority #1</b></p>	<p style="text-align: center;"><b>Improvement Priority #2</b></p>
<p>Develop a continuous improvement process to regularly and consistently, monitor and analyze school-wide programs and practices, using multiple forms of data (e.g., student achievement, organizational) to develop specific, time bound, and measurable goals and to implement strategies and protocols for improving student learning and professional practice. (1.3)</p> <p>Monitor &amp; analyze school-wide programs and practices development will begin with administration attending Model Schools Leadership Conference in Fall 2021. Session selection will revolve around critical areas to drive our improvement process and be instrumental in developing, monitoring and analyzing tools of our school-wide programs and practices.</p> <p>To improve professional practice and student learning, Holmes Middle School will continue to focus coaching and professional learning on high-yield instructional strategies which are supported by Marzano’s research work referenced in <u>Classroom Instruction that Works</u> (Cooperative Learning Theory, p.91).</p> <p>Instructional coaches will attend coaching training in an effort to increase student achievement, refine existing instructional strategies, and introduce new instructional strategies. In review of professional development literature findings revealed many teachers expressed dissatisfaction with traditional forms of professional development that consisted of "drive-by" (Darling-Hammond &amp; Richardson, 2009, p. 46) workshops. Instructional coaches will be instrumental in delivering, supporting, and monitoring job embedded professional development thus positively supporting school improvement. For more than 20 years, Jim Knight and his colleagues at The University of Kansas Center for Research on Learning and the Instructional Coaching Group have been studying instructional coaching, communication, and other forms of professional development (see evidence at <a href="https://www.instructionalcoaching.com/research/">https://www.instructionalcoaching.com/research/</a>).</p> <p>MTSS will be developed for both academics and behaviors as supported by Hattie’s study on RTI (1.29 effect size). Two MTSS Coordinators will support academic RTI and Behavior RTI. Each will</p> <ol style="list-style-type: none"> <li>a. Develop a system for intervention.</li> <li>b. Provide teachers with professional learning to implement the system.</li> <li>c. Monitor the data from the system.</li> <li>d. Lead data meetings to analyze and adjust the system.</li> <li>e. Participate in walk-throughs and support teachers with feedback.</li> <li>f. Provide appropriate coaching to teachers to implement the system.</li> </ol>	<p>Engage all educators in developing, implementing, monitoring, and documenting a school-wide instructional process, which ensures individual learner needs are met. Instructional practices should include collecting and analyzing data from formative and summative assessments to monitor and adjust daily instruction; analyzing data in professional learning communities (PLC) to make instructional decisions to improve learner outcomes; and monitoring and adjusting pacing guides. (2.7)</p> <p>Holmes Middle School will expose teachers to high yield instructional strategies that are known to positively impact student learning to implement within their classrooms, as evidenced by the ongoing research of John Hattie and Robert Marzano.</p> <p>In addition, teachers will receive training in using SIOP/SDI strategies in on-going daily instruction to support the learning for exceptional learners and EL students.</p> <p>Turnaround efforts will continue to focus on DEI (Direct Explicit Instruction), including standards-based learning targets, success criteria and clearly communicating the learning intention before, during and after learning.</p> <p>Two book studies centered on the effects of trauma and strategies to use when working with trauma will be conducted with teachers to identify ways our school can improve the academic achievement and life readiness of economically, disadvantaged students. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. Knowing that our student population resides in impoverished conditions, this book study strongly correlates with improving student achievement as evidenced by the research of Professor John Hattie (effective size 1.57). <u>Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners</u> by Souers and Hall will be studied during the summer of 2020. During the fall of 2020, teachers will read <u>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</u> by Souers, Hall and Richardson.</p> <p>Turnaround efforts will encompass the implementation of the continuous improvement cycle through the continued focus on PLCs to include quality formative assessments, data analysis and modifications to teaching using embedded formative assessment data. As PLCs continue to develop curriculum, they will be supported in improving collective teacher efficacy by administrators and instructional coaches.</p> <p>Staff will participate in professional development focused on data analysis and adjusting instruction based on multiple sources of reliable, rigorous, and standard alignment data. HMS will utilize CASE TE21 assessments to provide valid predictable data. CASE’s professional development services provide three levels of instruction with adaptive elements within those levels—depending on the level needed. TE21's Professional Development levels instruct teachers to use the data they receive and make it actionable to drive instruction.</p>

This will include professional learning for teachers that will support student learning and behavior and monitor data from each system with additional in-class support and feedback from administrators and coaches.

To continue the Foundations works of Safe and Civil Schools, leadership and staff will continue to expand the work of Safe and Civil Schools by providing professional learning to teachers and administrators to support school-wide behavior expectations.

- a. Address ISS/Alternatives to suspension
- b. Improve coaching for leadership.
- c. Provide additional support to staff.

This will reduce the amount of time that students spend missing instruction due to behavior and increase opportunities to access the general curriculum.

<https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.21908>

- Level I - Basic data review/how to read reports (free webinar)
- Level II - Making the Data Connection to Instruction
- Level III - Expert Level Instructional Approaches

On-site coaching and support of the previously purchased core math program will ensure that all students receive standards-based instruction with options for acceleration or re-teaching as needed. NCTM suggests that: 1) Students taught using a standards-based curriculum, compared with those taught using more conventional curricula, generally exhibited greater conceptual understanding, and performed at higher levels with respect to problem solving. 2) These gains did not appear to come at the expense of those aspects of mathematics measured on more traditional standardized tests. Compared with students taught using conventional curricula, students who were taught using standards-based curricula generally performed at approximately the same level on standardized tests that assess mathematical skills and procedures.

# 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: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase proficiency in reading to 44.0% and math to 33.3% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading proficiency to 38.1% by 2021.	KCWP 1: Design and deploy standards	Continue curriculum work with district, ensure alignment with elementary schools and high school	Completed curriculum documents, priority & supporting standards identified	completed district curriculum matrix of priority standards for CIPS	
		Apply <i>Rigorous Curriculum Design</i> (RCD) tools provided in district training to create units with unwrapped standards, clear learning targets, and common assessments. (IP 2)	Completed curriculum units by each content area at each grade level	School and district leadership provide feedback on documents and processes recorded in Google drive.	SIF (Teacher stipends) \$22,000
	KCWP 2: Design and deliver instruction	Continue development of an instructional process with a focus on Direct Explicit Instruction (DEI) (IP 2)	Revised walkthrough document, Walkthroughs & PLC minutes  district focus visits	walkthrough data learning target walkthrough data district focus visit data	SIF (Teacher stipends) \$22,000 Resources (\$2,000)
		Provide support for evidence based instructional practices through intentional deployment of instructional coaches (IP 1&2, EBP)	Instructional calendar that documents on-going coaching support for teachers  defined roles for instructional coaches	coaching cycle data	SIF (Sherry St Clair) \$9000
KCWP 4: Review, Analyze and Apply Data	Teachers will work with grade-level content Professional Learning Communities (PLC) to analyze common assessment data and provide needed instructional adjustments using the data protocol (IP 1 & 2)	Completed Data Protocol and updated lesson plans created during PLC	Administrator or designee attends PLC to guide discussion and provide feedback	n/a	

		Provide training and support around data analysis and use of data to impact instruction in PLC process <b>(IP 2, EBP)</b>	revised data tracking spreadsheet and utilization to track longitudinal growth	PLC minutes/data analysis	n/a	
		Establish written protocol for RtI groupings based on STAR and CASE TE-21 assessments. <b>(IP 2)</b>	STAR growth increase in number of students who meet benchmark on CFAs		SIF funds (\$17,500)	
		Implement CASE TE-21 assessment for benchmarking and common formative assessment. (IP 1 & IP 2)	CASE results			
Objective 2 Increase Math proficiency to 26.3% by 2021.	KCWP 1: Design and deploy standards	Continue curriculum work with district, ensure alignment with elementary schools and high school	Completed curriculum documents, priority & supporting standards identified	completed district curriculum matrix of priority standards for CIPS		
		Apply <i>Rigorous Curriculum Design</i> (RCD) tools provided in district training to create units with unwrapped standards, clear learning targets, and common assessments. (IP2)	Completed curriculum units by each content area at each grade level	School and district leadership provide feedback on documents and processes recorded in Google drive.	See Objective 1	
	KCWP 2: Design and deliver instruction	Implement to fidelity a core math program and provide coaching support for the core program <b>(IP1, EBP)</b>	revised walkthrough document, walkthroughs and lesson plans, coaching notes, follow-up coaching with Math Solutions			SIF Funds (\$25,000 Math Solutions)
		Continue development of an instructional process with a focus on Direct Explicit Instruction (DEI) <b>(IP 2)</b>	Revised walkthrough document, Walkthroughs & PLC minutes  district focus visits	walkthrough data learning target walkthrough data district focus visit data		See objective 1

		Provide support for evidence based instructional practices through intentional deployment of instructional coaches ( <b>IP 1&amp;2, EBP</b> )	Instructional calendar that documents on-going coaching support for teachers  defined roles for instructional coaches	coaching cycle data	See Objective 1
KCWP 4: Review, Analyze and Apply Data		Teachers will work with grade-level content Professional Learning Communities (PLC) to analyze common assessment data and provide needed instructional adjustments using the use data protocol ( <b>IP 1 &amp; 2</b> )	Completed Data Protocol and updated lesson plans created during PLC analysis and data meetings with leadership	Administrator or designee attends PLC to guide discussion and provide feedback	n/a
		Provide training and support around data analysis and use of data to impact instruction in PLC process ( <b>IP 2, EBP</b> )	revised data tracking spreadsheet and utilization to track longitudinal growth	PLC minutes/data analysis	
		Establish written protocol for Academic RtI groupings based on STAR and CASE TE-21 assessments. ( <b>IP 1 &amp; IP 2</b> )	STAR growth increase in number of students who meet benchmark on CFAs		See Objective 1
		Implement CASE assessment for benchmarking and common formative assessment. ( <b>IP 1 &amp; 2</b> )	CASE results		

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in science to 21.3%, social studies to 42.1% and writing to 19.5% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  To increase proficiency in science to 13.0%, social studies to 36.0% and on-demand writing to 11.0% by 2021.	KCWP 1: Design and deploy standards	Continue curriculum work with district, ensure alignment with elementary schools and high school	Completed curriculum documents, priority & supporting standards identified	completed district curriculum matrix of priority standards for CIPS	
		Apply <i>Rigorous Curriculum Design</i> (RCD) tools provided in district training to create units with unwrapped standards, clear learning targets, and common assessments. (IP 2)	Completed curriculum units by each content area at each grade level	School and district leadership provide feedback on documents and processes recorded in Google drive.	See Goal 1 Objective 1
	KCWP 2: Design and deliver instruction	Continue development of an instructional process with a focus on Direct Explicit Instruction (DEI) (IP 2)	Revised walkthrough document, Walkthroughs & PLC minutes  district focus visits	walkthrough data learning target walkthrough data district focus visit data	See Goal 1 Objective 1
		Provide support for evidence based instructional practices through intentional deployment of instructional coaches (IP 1&2, EBP)	Instructional calendar that documents on-going coaching support for teachers  defined roles for instructional coaches Instructional calendar that documents on-going coaching support for teachers defined roles for instructional coaches	coaching cycle data	See Goal 1 Objective 1

		Provide teacher training and support for the implementation of effective writing strategy instruction within ELA and across all disciplines. (IP 2)	Lesson plans Unit plans PLC agendas and minutes	Administrators provide feedback on unit and lesson plans and attend PLC	
		Evaluate various science and social studies curricular resources to support appropriate standards-aligned instruction (IP 2)	Science and social studies instructional resources alignment rubric (KDE)	Walk-throughs Administrator attending PLC	
	KCWP 4: Review, Analyze and Apply Data	Teachers will work with grade-level content Professional Learning Communities (PLC) to analyze common assessment data and provide needed instructional adjustments using the use data protocol (IP 1 & 2)	Completed Data Protocol and updated lesson plans created during PLC analysis and data meetings with leadership	Administrator or designee attends PLC to guide discussion and provide feedback	
		Provide training and support around data analysis and use of data to impact instruction in PLC process (IP 2, EBP)	Revised data tracking spreadsheet and utilization to track longitudinal data	PLC minutes/data analysis	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the percentage of special education students scoring proficient in reading to 23.7% and math to 16.7% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of special education students scoring proficient in reading to 15.6% and math to 8.0% by 2021.	KCWP 2: Design and deliver instruction	Re-design resource classroom to cross-categorical model that provides pre-teaching for special education students (IP 2)	IEP progress monitoring data improved grades increase in STAR scores		
		Provide professional learning for general ed and special ed teachers to effectively implement a co-teaching model for instruction (IP 2)	Assessment data Walk-through data IEP goal progress monitoring	Walk-throughs	
	KCWP 4: Review, Analyze and Apply Data	Provide training and support around data analysis and use of data to impact instruction (IP 1 & 2, EBP)	weekly data talks in PLC, longitudinal spreadsheet analysis using data questions and student growth		

#### 4: Growth

Goal 4 (State your growth goal.): Increase growth indicator score from 41.6 to 52.5 (current state average) by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase growth indicator score 3.6 points by 2021 to 45.2.	KCWP 2: Design and Deliver Instruction Classroom Activities	Provide support for evidence based instructional practices through intentional deployment of instructional coaches <b>(IP 1&amp;2, EBP)</b>	Instructional calendar that documents on-going coaching support for teachers  defined roles for instructional coaches	coaching cycle data	See Goal 1 Objective 1
		KCWP 4: Review, Analyze and Apply Data	Provide training and support around data analysis and use of data to impact instruction <b>(IP 1 &amp; 2, EBP)</b>	weekly data talks in PLC, longitudinal spreadsheet analysis using data questions and student growth	PLC agenda and minutes
	Select monthly high-yield instructional strategies to provide job-embedded professional learning - Hattie <b>(IP2, EBP)</b>		Coaching notes, teacher implementation reflection.	Walk-throughs	
	Provide teachers with multiple methods to formatively assess student progress and determine next steps for instruction <b>(IP 2, EBP)</b>		PLC Minutes, longitudinal spreadsheet	PLC agendas and minutes Unit and lesson plans	
	KCWP 5: Design, Align and Deliver Support		Provide an additional EL support class for students <b>(IP 2)</b>	EL PLC notes progress monitoring	
		Provide teachers with professional learning and support to address the needs of EL students <b>(IP 2)</b>	Assessment Data Walk-through Data	Unit and lesson plans	SIF (\$5,000)
		Dedicated time in the master schedule to address intervention and enrichment for reading and math <b>(IP 1 &amp; IP 2)</b>	Intervention support data Star data TE-21 data	Master schedule	

## 5: Culture and Environment

Goal 5 (State your transition readiness goal.): Reduce the number of behavior events by 50% as measured by coaching calls and Infinite Campus referrals.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce behavior events in IC by 20%	KCWP 6: Establishing Learning Culture and Environment	Provide training and support for a school-wide behavior plan	IC referral data PBIS referral data	Leadership Team Meetings agendas and minutes Foundations Team Meeting agendas and minutes	
		Implement school-wide SEL curriculum	Targeted Walk-through data	Walk-through	
		Continue the implementation of student support team to identify students of need	IC referral data	Student Support Team agendas and minutes	
		Establish a system for proactive coaching calls	Coaching call data	Leadership Team Meetings agendas and minutes Foundations Team Meeting agendas and minutes	
		Continue implementation protocol for behavior RTI tiers	IC referral data	Foundations Team Meeting agendas and minutes Student Support Team agendas and minutes	
		Professional learning will be provided to teachers to increase support for students with trauma-sensitive needs.	IC referral data PBIS referral data	Leadership Team Meetings agendas and minutes Foundations Team Meeting agendas and minutes	SIF (\$30,000)
Objective 2 Reduce out of school suspensions by 20%	KCWP 6: Establishing Learning Culture and Environment	Continue training and support for alternatives to suspension	IC suspension data	Leadership Team Meetings agendas and minutes Foundations Team Meeting agendas and minutes	SIF (\$17,500)
		Review and revise the protocol Academic and Behavior Recovery program	ABR placement data	Leadership Team Meetings agendas and minutes Foundations Team Meeting agendas and minutes	

Objective 3 Increase teacher retention by 20%	KCWP 6: Establishing Learning Culture and Environment	Continue training and induction program for new to HMS teachers	Surveys	Agendas	
		Implement formal mentorship program for new to HMS teachers	Surveys	Notes from mentor meetings	District SIF