

**Knight Middle School
CSIP Goals
2017-18**

Proficiency Component

Goal: Increase the percentage of students scoring Proficient/Distinguished by 25% in each content area on the Kentucky state assessment by 2022.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2022 Goal
Reading	38.4%	63.4%
Math	21.5%	46.5%
Social Studies	34.1%	59.1%
Writing	21.7%	46.7%

Objective: Increase the percentage of students scoring Proficient/Distinguished by 5% in each content area on the Kentucky state assessment by 2018.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2018 Objective
Reading	38.4%	43.4%
Math	21.5%	26.5%
Social Studies	34.1%	39.1%
Writing	21.7%	26.7%

**Knight Middle School
CSIP Strategies and Activities
2017-18**

Proficiency Component

Strategy	Activities	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Deployment of Standards (KCWP 1): How is the process for vertical curriculum work ensured, including introduction, development, and mastery of standards?	Establish a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Department Chairs, Teachers	*PLC meeting agendas and minutes	Textbooks - \$14,830
Design and Deliver Instruction (KCWP 2): What systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Cathy Gibbs, Principal; Jennifer Connell, GCC	*Agendas for ePD sessions focused on instruction.	No Funding
Design and Deliver Instruction (KCWP 2): What systems/processes do teachers have in place to ensure Tier I instruction and assessments meet the intent of the adopted standards?	Ensure congruency is present between standards, learning targets, and assessment measures.	Department Chairs, Teachers	*PLC meeting agendas and minutes *Learning targets are posted in classrooms and referred to during the lesson. *Coaching sessions reviewing congruency between standards, learning targets, and assessment measures	No Funding

Design and Deliver Instruction (KCWP 2): What strategies and programs are implemented in classrooms and how do you measure their effectiveness on student achievement? From KDE Needs Assessment School Diagnostic	Plan for an implement active student engagement strategies: <ul style="list-style-type: none"> • Project-Based Learning (PBL) • Project Lead the Way (PLTW) • Integration of Technology JCPS' Deeper Learning team provides support for teacher implementing PBL.	Teachers	*ePD agenda and minutes from sessions on PBL, Google applications, and PLCs. *Walk through data *Exhibition Knights (twice a year)	SIG \$80,000 (2 teachers through 6/18) Title I - \$15,000
Design and Deliver Assessment Literacy (KCWP 3): What systems do teachers have in place so that students can communicate how they track and evaluate their progress and set goals?	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Teachers; Instructional Coaches	*Teachers conference with students as noted in lesson plans; learning target checks samples shared with coach	No Funding
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What data points inform modification to curriculum and instructional practices?	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers	Cross-reference with Gap and Growth. *Documentation for Tier interventions (Tier 1 – lesson plans; Tier 2 – WIN rosters; Tier 3 – iLit and/or small Math groups) based on data – classroom assessments, District Common Assessments, MAP	No Funding
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What system or processes are in place to ensure appropriate academic and behavioral	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Carletta England, Behavior Coach; Teachers; Instructional Coaches	Cross-reference with Transition Readiness. *PBIS and PROWL lessons – power point slides and schedule for delivery *ePD session agendas for Restorative Practices	No Funding

interventions are taking place to meet the needs of all students?			*Coaches and administrative team monitor posting of Learning Targets and expectations in each classroom during routine walk-throughs	
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): How does the school leadership ensure that resources are aligned with the needs identified in the CSIP and will effectively address those needs? From Equitable Access Diagnostic	Create a fluid and systemic functionality enabled by solid academic planning schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Cathy Gibbs, Principal	Cross-reference with Gap. *Master schedule will be designed to allow for an ePD period as well as a planning period each day. ePD time will include department and team PLCs, coaching, and specific sessions to address professional needs.	No Funding

**Knight Middle School
CSIP Goals
2017-18**

Gap Component

Goal: Increase the percentage of students in each of the following gap groups (African-American, Disability with IEPs, and Gap Group) scoring Proficient/Distinguished by 25% and decrease the percentage of students scoring Novice by 15% in reading and math on the Kentucky state assessment by 2022.

	% Proficient/Distinguished		% Novice	
Reading	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
African-American	20.0%	45.0%	57.1%	42.1%

Disability w/IEPs	22.6%	47.6%	66.1%	51.1%
Gap Group	37.4%	62.4%	41.7%	26.7%
Math				
African-American	7.6%	32.6%	48.6%	35.6%
Disability w/IEPs	14.5%	39.5%	62.9%	47.9%
Gap Group	21.1%	46.1%	36.6%	21.6%

Objective: Increase the percentage of students in each of the following gap groups (African-American, Disability with IEPs, and Gap Group) scoring Proficient/Distinguished by 5% and decrease the percentage of students scoring Novice by 3% in reading and math on the Kentucky state assessment by 2018

	% Proficient/Distinguished		% Novice	
Reading	2017 Baseline	2018 Objective	2017 Baseline	2018 Objective
African-American	20.0%	25.0%	57.1%	54.1%
Disability w/IEPs	22.6%	27.6%	66.1%	63.1%
Gap Group	37.4%	42.4%	41.7%	38.7%
Math				
African-American	7.6%	12.6%	48.6%	45.6%
Disability w/IEPs	14.5%	19.5%	62.9%	59.9%
Gap Group	21.1%	26.1%	36.6%	33.3%

**Knight Middle School
CSIP Strategies and Activities
2017-18**

Gap Component

Strategy	Activities	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
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Deployment of Standards (KCWP 1): What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?	Establish a practice to use summative evidence to inform what comes next for individual students and groups of students.	Department Chairs, Jennifer Connell, GCC	Cross-reference with Growth. *PLC agendas and minutes *ePD on use of MAP as an instructional tool *MAP and District Common Assessment Results	No Funding
	Establish a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Jennifer Connell, GCC	Cross-reference with Growth. *Agendas for ePD sessions focused on instruction *Coaching notes	PD - \$6912 SIG - \$20,000
Design and Deliver Assessment Literacy (KCWP 3): What type of feedback is given to students on their progression of learning?	Create intentional opportunities for students to receive and offer effective feedback during learning.	Teachers	Cross-reference with Growth. *Teachers give written and verbal feedback to students on a weekly basis. *Share student work samples with feedback at PLC meetings monthly; reflect in PLC minutes.	No Funding
Review, Analyze and Apply Data Results (KCWP 4): How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement scheduling)?	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Kathy Sayre, ERL; Instructional Coaches; Teachers	*Provide teachers lists of students and their assessment data of those who will move into or out of Tier 3 intervention each trimester. *Instructional coaches will discuss impact of assessment on	No Funding

			instructional planning with their teachers *Teachers share examples of communicating feedback to students during coaching sessions.	
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): How does the school leadership ensure that resources are aligned with the needs identified in the CSIP and will effectively address those needs? From Equitable Access Diagnostic	Create a fluid and systemic functionality enabled by solid academic planning schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Cathy Gibbs, Principal;	Cross-reference with Proficiency. *Master schedule will be designed to allow for an ePD period as well as a planning period each day. ePD time will include department and team PLCs, coaching, and specific sessions to address professional needs.	No Funding
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What data points inform modification to curriculum and instructional practices?	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers	Cross-reference with Proficiency and Growth. *Documentation for Tier interventions (Tier 1 – lesson plans; Tier 2 – WIN rosters; Tier 3 – iLit and/or small Math groups) based on data – classroom assessments, District Common Assessments, MAP	No Funding
	Create and monitor a “Watch (cusp) List” for students performing below proficiency.	Kathy Sayre, ERL; Teachers	*Create and distribute a list of students in the gap groups: African American and students with Disabilities with IEPs.	SIG - \$5000

			<p>*Teachers need to record on a rotating basis the status of each student on their list indicating if standards have been met and what instructional supports have been provided. List needs to be updated on the google doc prior to the team meeting where this will be discussed.</p> <p>*Teachers need to provide ECE students their accommodations in both ECE and general ed classes as detailed on the student's IEP.</p>	
<p>Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5):</p> <p>What systems or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</p> <p>From KDE Needs Assessment School Diagnostic</p>	<p>Create a fluid and systemic functionality enabled by solid academic planning schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p> <p>RTI: Double Block of ELA in each grade level Tier III: iLit Tier III: Math intervention support provided in small groups Tier II: Closed WIN (What I Need) for ELA and Math to support students</p>	<p>Cathy Gibbs, Principal; Teachers</p>	<p>Cross reference with Growth.</p> <p>*Create master schedule to ensure interventions are embedded.</p> <p>*MAP data is monitored and changes in student schedules for Tier III interventions are made at the end of each 12 weeks.</p> <p>*Data from after school program is monitored and entered in IC.</p>	<p>Title I - \$20,000</p> <p>SIG (old) - \$125,000</p> <p>SIG (new) - \$55,000</p> <p>ESS - \$7300</p>

	<p>needing extra support in meeting standards.</p> <p>Knight Clubs – after school program with several clubs focused on math and language arts standards</p> <p>Restorative Practices: Circles will be incorporated within classrooms as appropriate (academic or responsive) Restorative response within behavior/discipline Staff from University of Louisville, College of Education, provide PD support and feedback based on walk throughs to Knight teachers.</p>		<p>*Agendas and minutes from ePD sessions on Restorative Practices held weekly</p> <p>*Tracking of behavior data for Quarterly Report</p>	<p>Section 7 - \$20,000</p> <p>SIG (new) - \$25,000</p>
<p>Establish a Learning Culture and Environment (KCWP 6): What processes are in place to communicate with students in order to address barriers to learning?</p>	<p>Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</p>	<p>Dionne Holt, YSC Coordinator; Carletta England, Behavior Coach Jennifer Connell, GCC</p>	<p>Cross-reference with Transition Readiness.</p> <p>*List of resources and programs provided for students</p> <p>*Schedules for student goal setting and sample student data books</p> <p>*Daily attendance list is sent to all staff. Attendance clerk contacts parents of absent students daily.</p>	<p>No Funding</p>
<p>Establish a Learning Culture and Environment (KCWP 6):</p>	<p>Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold</p>	<p>Carletta England, Behavior Coach; Teachers</p>	<p>*Documentation of circles, both academic and behavioral.</p>	<p>No Funding</p>

What systems do teachers have in place to address culture in their classrooms?	students to high expectations for appreciating and accepting diversity.		*Classroom management plans *Power point presentations and schedule for teaching expectations throughout the year. *ePD session agendas for Restorative Practices	
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**Knight Middle School
CSIP Goals
2017-18**

Growth Component

Goal: Increase the percentage of students scoring Proficient/Distinguished by 25% and decrease the percentage of students scoring Novice by 15% in Reading and Math on the MAP (Measure of Academic Progress) assessment by Spring, 2022.

	% Proficient/Distinguished		% Novice	
Content Areas	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
Reading (All)	42.1%	67.1%	44.3%	29.3%
6 th Grade	40.7%	65.7%	46.7%	31.7%
7 th Grade	41.7%	66.7%	47.0%	32.0%
8 th Grade	43.8%	68.8%	39.4%	24.4%
Math (All)	19.5%	44.5%	56.8%	41.8%
6 th Grade	24.3%	49.3%	50.0%	35.0%
7 th Grade	17.3%	42.3%	61.7%	46.7%
8 th Grade	16.8%	41.8%	58.8%	43.8%

Objective: Increase the percentage of students scoring Proficient/Distinguished by 5% and decrease the percentage of students scoring Novice by 3% in Reading and Math on the MAP (Measure of Academic Progress) assessment by Spring, 2018.

Content Area	% Proficient/Distinguished		% Novice	
	2017 Baseline	2018 Objective	2017 Baseline	2018 Objective
Reading (All)	42.1%	47.1%	44.3%	41.3%
6 th Grade	40.7%	45.7%	46.7%	43.7%
7 th Grade	41.7%	46.7%	47.0%	44.0%
8 th Grade	43.8%	48.8%	39.4%	36.4%
Math (All)	19.5%	24.5%	56.8%	53.3%
6 th Grade	24.3%	29.3%	50.0%	47.0%
7 th Grade	17.3%	22.3%	61.7%	58.7%
8 th Grade	16.8%	21.6%	58.8%	55.8%

**Knight Middle School
CSIP Strategies and Activities
2017-18**

Growth Component

Strategy	Activities	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Deployment of Standards (KCWP 1): What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	Establish a practice to use summative evidence to inform what comes next for individual students and groups of students.	Department Chairs, Jennifer Connell, GCC	Cross-reference with Gap. *PLC agendas and minutes *ePD on use of MAP as an instructional tool *MAP and District Common Assessment Results	No Funding

based on assessment results (formative and summative)?	Establish a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Jennifer Connell, GCC	Cross-reference with Gap. *Agendas for ePD sessions focused on instruction *Coaching notes	Funding noted in Gap Component
Design, Analyze and Apply Data Results (KCWP 3): What type of feedback is given to students on their progression of learning? (KCWP 3)	Create intentional opportunities for students to receive and offer effective feedback during learning.	Teachers	Cross-reference with Gap. *Teachers give written and verbal feedback to students on a weekly basis. *Share student work samples with feedback at PLC meetings monthly; reflect in PLC minutes.	No Funding
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What data points inform modification to curriculum and instructional practices?	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers	Cross –reference with Gap and Proficiency. *Documentation for Tier interventions (Tier 1 – lesson plans; Tier 2 – WIN rosters; Tier 3 – iLit and/or small Math groups) based on data – classroom assessments, District Common Assessments, MAP	No Funding
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What systems or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Create a fluid and systemic functionality enabled by solid academic planning schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. RTI:	Cathy Gibbs, Principal; Teachers	Cross reference with Gap. *Create master schedule to ensure interventions are embedded. *MAP data is monitored and changes in student schedules for Tier III interventions are made at the end of each 12 weeks.	Funding noted in Gap component.

From KDE Needs Assessment School Diagnostic	Double Block of ELA in each grade level Tier III: iLit Tier III: Math intervention support provided in small groups Tier II: Closed WIN (What I Need) for ELA and Math to support students needing extra support in meeting standards. Knight Clubs – after school program with several clubs focused on math and language arts standards		*Data from after school program is monitored and entered in IC.	
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**Knight Middle School
CSIP Goals
2017-18**

Transition Readiness Component

Goal: Increase the percentage of 8th grade students scoring Proficient/Distinguished by 25% on the combined average of percentage P/D in reading, math, and social studies on the Kentucky state assessment by 2022.

	% Proficient/Distinguished (combined scores from Reading, Math, and Social Studies)	
	2017 Baseline	2022 Goal
8 th Grade	31.3%	56.3%

Objective: : Increase the percentage of 8th grade students scoring Proficient/Distinguished by 5% on the combined average of percentage P/D in reading, math, and social studies on the Kentucky state assessment by 2018.

	% Proficient/Distinguished (combined scores from Reading, Math, and Social Studies)	
	2017 Baseline	2018 Objective
8 th Grade	31.3%	36.3%

**Knight Middle School
CSIP Strategies and Activities
2017-18**

Transition Readiness Component

Strategy	Activities	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Design, Align and Deliver Support Processes with Sub-group Focus (KCWP 5): What system or processes are in place to ensure appropriate academic and behavioral interventions are taking place to meet the needs of all students?	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Carletta England, Behavior Coach; Teachers; Instructional Coaches	Cross-reference with Proficiency. *PBIS and PROWL lessons – power point slides and schedule for delivery *ePD session agendas for Restorative Practices *Coaches and administrative team	No Funding

			monitor posting of Learning Targets and expectations in each classroom during routine walk-throughs	
Establish a Learning Culture and Environment (KCWP 6): What processes are in place to communicate with students in order to address barriers to learning?	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Dionne Holt, YSC Coordinator; Carletta England, Behavior Coach; Jennifer Connell, GCC	Cross-reference with Gap. *List of resources and programs provided for students *Schedules for student goal setting and sample student data books * Daily attendance list is sent to all staff. Attendance clerk contacts parents of absent students daily.	No Funding

Knight Middle School

CSIP Goals 2017-18

Family and Community Involvement Component

Goal: For 80% of parents/families to participate in parent/family engagement activities by 2022.

Objective: For 50 % of parents/families to participate in at least one parent/family engagement activity in the 2017-18 school year.

Strategy	Activities	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
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<p>Engage family and community members in the education of Knight students.</p> <p>From KDE Needs Assessment School Diagnostic</p> <p>From KDE Continuous Improvement Diagnostic</p>	<p>Instructor II will recruit parents and community support for school activities including Orientation, Open House, Family Nights, and Parent Teacher Conferences.</p> <p>From KDE Needs Assessment School Diagnostic</p> <p>Exhibition Knights will be held in Fall and Spring semesters for students to showcase their best work.</p> <p>Relationship Building</p> <ul style="list-style-type: none"> • Create a formal system to welcome EL students new to the school: • Student/teacher welcoming committee • Buddy for a day for new students • Introduction to teachers before heading to class • Documents available in Spanish • Social media updates in Spanish • Welcome packet with info: New to Knight 101 <p>Decision Making</p> <ul style="list-style-type: none"> • Sign-ups for parent volunteers at Orientation and Open House 	<p>Elisabeth Ellis, Instructor II</p>	<p>*Sign in sheets for parents and community members at programs and events to determine amount of participation.</p> <p>*Photograph activities</p> <p>*Archive copies of newsletters</p> <p>*Phone logs documenting recruitment efforts for parents and community support.</p>	<p>Title I – parent involvement \$2580</p> <p>Title I - \$20,000</p>
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	<ul style="list-style-type: none"> • Pastries with the Principal twice monthly • Parent friendly calendar of monthly activities • Printed information sent home (not just by social media) • Invite parents to participate in class activities and presentations • Monthly newsletter • Invite parents to serve on committees and offer feedback <p>Community Partnerships</p> <ul style="list-style-type: none"> • Reach out to parents for community/ business connections • Recruit parent and community members for Career Fair • Invite community members to attend student presentations, launch activities, and be guest speakers • Make phone calls to solicit support community support for school activities 			
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