

# McNabb Middle School 2025-2026

## Comprehensive School Improvement Plan (CSIP)

### **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*, *Baldrige*, 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):

#### Reading

- By the end of the 2025-2026 school year 21% of 6<sup>th</sup> – 8<sup>th</sup> grade students with disabilities will perform at the proficient or distinguished levels in reading as measured by KSA.

#### Math

- By the end of the 2025-2026 school year 12% of 6<sup>th</sup> – 8<sup>th</sup> grade students with disabilities will perform at the proficient or distinguished levels in math as measured by KSA.

### Strategy:

- KCWP 2: Design and Deliver Instruction: Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social emotional.
- KCWP 5: Design, Align and Deliver Support Processes: Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experience for all students.

### Activities:

#### Students with Disabilities

- Continue professional development to support co-teaching teams for station teaching with follow-up coaching and walkthroughs for reading and math.
- Continue professional development to support special education teachers in special designed instruction (SDI) to support students with disabilities with a focus on practice turns and feedback, explicit instruction, and explicit vocabulary instruction.
- Implement ongoing, job-embedded professional learning and coaching focused on proactive behavior supports and restorative practices (including restitution, restorative conversations, and re-teaching of behavioral expectations) to reduce exclusionary discipline practices and increase students with disabilities' access to Tier 1 reading and math instruction.
- Master schedule support for co-teaching and ensure students do not miss Tier 1 Instruction.

- SRA curriculum implementation for students with disabilities with reading goals.
- Research and adopt a supplemental math curriculum to support students with disabilities with math goals.
- Data-driven support for targeted student services using MAP, MVPA, and prior KSA scores to support novice-reduction.

**Progress Monitoring:**

- Class Walkthroughs
- MAP
- MVPA
- Common Assessments
- Progress Monitoring

**Funding:**

- District Support for Special Education Initiatives
- SBDM Professional Development 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:**

McNabb Middle School will increase the number of students scoring at the Proficient/Distinguished levels in all subject areas by 25% by 2028. (Reading 69% and Math 57%)

### **Objective(s):**

#### **Reading**

- By the end of the 2025-2026 school year 55% of 6<sup>th</sup> – 8<sup>th</sup> grade students will perform at the proficient or distinguished levels in reading as measured by KSA.

#### **Math**

- By the end of the 2025-2026 school year 45% of 6<sup>th</sup> -8<sup>th</sup> grade students will perform at the proficient or distinguished levels in math as measured by KSA.

### **Strategy:**

- KCWP 1: Design and Deploy Standards: Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.
- KCWP 2: Design and Deliver Instruction: Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.
- KCWP 5: Design, Align, and Deliver Support Processes: Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students

### **Activities:**

#### **Reading:**

##### **Vision, Mission, and Core Beliefs (Literacy)**

- Collaborate with the district literacy team to adopt and implement a shared literacy vision, mission, and core beliefs specific to grades 6–8.
- Communicate literacy expectations to staff through PLCs, faculty meetings, and instructional planning to ensure consistent implementation across content areas.

##### **Literacy Professional Learning**

- Provide ongoing, job-embedded professional learning for ELA and content-area teachers focused on research-based literacy practices aligned to Into Literature.
- Support teachers in strengthening explicit instruction, vocabulary development, writing instruction, and student discourse through PLC collaboration, modeling, and coaching.
- Offer differentiated professional learning opportunities based on teacher needs, allowing for choice and targeted support to build instructional efficacy.

### **Literacy Instruction**

- Deconstruct Kentucky Academic Standards for Reading, Writing, and Language during PLCs to clarify grade-level expectations for grades 6–8.
- Implement a vertically aligned 6–8 writing plan with common instructional practices, expectations, and rubrics across content areas.
- Review Into Literature resources to identify areas of weak alignment to the Kentucky Academic Standards and implement targeted supplemental instructional supports as needed.

### **Community & Family Involvement**

- Develop and implement school-based family literacy opportunities that promote meaningful family participation in reading and writing.
- Partner with community organizations to support literacy initiatives and strengthen connections between school, home, and community.

### **Data-Based Decision Making**

- Implement shared data-review protocols within PLCs to support instructional planning and alignment of literacy supports across grade levels.
- Use collaborative planning structures to ensure instructional adjustments and targeted supports are aligned to identified student needs.

## **Math:**

### **Math Vision, Mission, and Core Beliefs**

- Collaborate with the district mathematics framework to adopt and implement a shared math vision, mission, and core beliefs specific to grades 6–8.
- Communicate clear expectations for math instruction through PLCs, faculty meetings, and instructional planning to ensure consistent implementation across classrooms.

### **Curriculum Implementation & Instructional Practices**

- Utilize the district’s Curriculum Implementation Framework and Instructional Practice Guide for Mathematics to review and strengthen McNabb’s math instructional practices.
- Implement instructional practices aligned to the Reveal Math curriculum that emphasize conceptual understanding, mathematical discourse, and problem-solving.
- Support teachers in strengthening lesson design and alignment to grade-level standards through collaborative planning and instructional support.

## **Math Professional Learning**

- Provide ongoing, job-embedded professional learning and coaching for math teachers focused on research-based instructional practices aligned to Reveal Math.
- Offer differentiated professional learning opportunities based on teacher needs to build instructional efficacy and consistency across grade levels.

## **Standards Alignment, Learning Targets, and Assessment**

- Refine grade-level learning targets aligned to the Kentucky Academic Standards for Mathematics to ensure clarity and consistency across grades 6–8.
- Align classroom assessments to learning targets and instructional practices to strengthen coherence between instruction and assessment.

## **Community & Family Involvement**

- Develop and implement school-based family engagement opportunities focused on mathematics to promote meaningful family participation.
- Partner with community organizations to support math learning and foster a shared culture of mathematics connecting school, home, and community.

## **Data-Based Decision Making**

- Implement shared data-review protocols within math PLCs to support collaborative instructional planning and alignment of supports across grade levels.
- Use structured collaboration to ensure instructional adjustments and targeted supports are aligned to identified student needs.

## **Progress Monitoring:**

- Districtwide/School Literacy Team with the Literacy Action Plan
- Districtwide/School Math Team with the Curriculum Implementation Framework and Instructional Practice Guide for Mathematics

## **Funding:**

- SBDM – Professional Learning Funding when not supported by Curriculum Department at the District Level
- KyCL25 Grant (District)
- MAF Grant Proposal