

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- At FSMS, one of the greatest areas for improvement is with the achievement of our students with disabilities. This is one of our TSI subgroups that unfortunately saw a drop in performance from the previous year. - At FSMS, only 24% of African Americans scored at Proficient or higher on the Reading Assessment as measured by the KSA.
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Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Reading and Writing teachers will continue to create and adjust their instruction using our new AMPLIFY curriculum, which helped show gains in Reading/Writing - Teachers at FSMS will receive professional development in co-teaching strategies that will help better serve students with disabilities. Additionally, GRREC will be helping FSMS amend its Special Education schedule to better serve the needs of the students. - Teachers will be posting five day Weekly Overviews outside of their classrooms which will align with our system of walkthroughs and teacher feedback

Indicator	Status	Change
State Assessment Results in reading and mathematics	56.8	+1.8
State Assessment Results in science, social studies and writing	48.8	-2.8
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	62.2	-1.9

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Proficiency STATUS scores will increase from 56.8 to at least 65.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The status score for READING will increase from 58.9 to 61 by the 2024-2025 School Year.	KCWP 2: Design and Deliver Instruction	AMPLIFY (Reading/Writing) Year 2) The ELA department will implement Amplify ELA, an evidence-based curriculum chosen by our district. Amplify is designed to help increase rigor, stamina, text complexity, vocabulary, and writing.	- STAR Assessment Results - MasteryConnect Results - KSA Results	- PLC conversations centered on instructional outcomes - Walkthrough Data - Weekly Unit Plans	\$92,205 for 4 years
		Engagement Strategies ELA teachers will use various engagement strategies to increase student attention and more critical thinking.	- Strategies will be incorporated into unit plans and weekly overviews	- Walkthrough Data - PLC conversations - Video Coaching	N/A
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A

Goal 1 (State your reading and math goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Proficiency STATUS scores will increase from 56.8 to at least 65.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support Services	TSI Focused Interventions: We will work with the reading teachers to create interventions that are focused on our two groups to make sure that we are targeting our students in the best way.	- Intentional grouping of students during Intervention. - Specifically designed instruction during intervention	- Intentional grouping of students during intervention. - Specifically designed instruction during intervention	N/A
		Conferencing with Students: The ELA teachers will review assessment results from in-class assessments, STAR, and CASE with students to ensure they are aware of their current progress towards mastery and have realistic goals set in place for themselves to help them get to that next level.	-Student STAR/KSA Goals -Increased buy-in and achievement levels on STAR, Mastery Connect, and KSA Assessments	- PLC conversations - Goal sheet analysis	N/A
		Professional Learning Communities Teachers will participate in weekly PLC meetings with their content partners. The working sessions are targeted toward planning, peer and admin support, lesson debriefing, monitoring of standards, and data analysis. Teachers will monitor their TSI subgroup students during PLCs and discuss progress and next steps.	- Weekly PLC Meetings	- PLC monitoring sheets - Content-based PLC meetings - Occasional grade level PLCs	N/A
	KCWP 4: Review, Analyze, apply Data Results				

Goal 1 (State your reading and math goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Proficiency STATUS scores will increase from 56.8 to at least 65.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 - The status score for MATH will increase from 54.7 to 56.2 by the 2024-2025 School Year.	KCWP 2: Design and Deliver Instruction	New Evidence-based Math Curriculum Envision (Year 1) The math department will implement Envision, an evidence-based curriculum chosen by our district.	- Students will be exposed to more KSA-like assessments and activities - KSA Scores/STAR	- Walkthrough Data - PLC conversations	\$50,000 for Three Years
		Math SLICE Protocol Admin and math teachers will attend GRREC training centered on engagement strategies (Antonetti) as well as the SLICE protocol to evaluate classroom tasks and to determine if each crosses the rigor divide.	- Curriculum will be revised to ensure lessons are on grade level and match the rigor of the standards	- Walkthrough Data - PLC conversations	Green River Regional Educational Cooperative
		High Yield Strategies Teachers will plan lessons that incorporate high-yield strategies, as learned in <i>High Impact Instructional Strategies</i> by Jim Knight from the 2021-2022 book study. Strategies will be chosen, discussed, planned for and added to unit plans during PLCs. Debriefs on strategies used will occur during the following week's PLCs.	- Strategies will be incorporated into unit plans and weekly overviews	-Weekly Overviews - Walkthrough Data - PLC conversations	N/A

Goal 1 (State your reading and math goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Proficiency STATUS scores will increase from 56.8 to at least 65.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Transformative Learning PD Teachers will attend a PD that is focused on rigor and engagement as part of the transformation cycle. (Can add more to this once teachers attend the PD)	-Professional Development on the Transformation Cycle	- Walkthrough Data - PLC conversations	Green River Regional Education Cooperative
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A
	KCWP 4: Review, Analyze, apply Data Results	Professional Learning Communities Teachers will participate in weekly PLC meetings with their content partners. The working sessions are targeted toward planning, peer and admin support, lesson debriefing, monitoring of standards, and data analysis. Teachers will monitor their TSI subgroup students during PLCs and discuss progress and next steps.	- Weekly PLC Meetings	- PLC monitoring sheets - Content-based PLC meetings - Occasional grade level PLCs	N/A

Goal 1 (State your reading and math goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Proficiency STATUS scores will increase from 56.8 to at least 65.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support Services	ICU Implementation At the beginning of the 2022-2023 school year, FSMS implemented a monitoring program called ICU. ICU is a program used to electronically track all students' work that has not been turned in. If a student hasn't turned in an assignment their name goes on the ICU list, and parents are notified. When the students turn in the work, their name is removed from the list. Students whose names are not on the list are rewarded monthly and quarterly.	- A decrease in the number of students with missing assignments - A decrease in the number of students failing classes	- ICU Database - ICU Blitz - After School Help (Wildcat Workshop)	\$4,199.00
		TSI Focused Interventions: The 7th grade teachers will create interventions for the TSI groups. The interventions are to make sure the needs of all students are being met.	- Intentional grouping of students during Intervention. - Specifically designed instruction during intervention	- Walkthrough Data -STAR Assessments	N/A

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The status score for SCIENCE will increase from 46.8 to 48.5 by the 2024-2025 School Year.	KCWP 2: Design and Deliver Instruction	Open SciED (Pilot) - The Science department will pilot Open SciED, an evidence-based curriculum chosen by our district. Open SciED is designed so that students figure out an intriguing phenomena through student-led investigations.	-Open SciEd Units being used in our Science classrooms - MasteryConnect Scores - KSA Scores	- PLC conversations - Deeper Learning Meeting With GRREC	Green River Regional Educational Cooperative
		Deeper Learning Grant All Science teachers are involved in the Deeper Learning Grant. Through this grant, each teacher is provided with funding for professional development, curriculum materials, and instructional support. Additionally, FSMS is participating in the OpenSciEd curriculum pilot	-Teacher Professional Development - Materials being implemented into classroom instruction	- GRREC Professional Development - Instructional Outcomes - Walkthrough Data - PLC Conversations	Green River Regional Educational Cooperative
		Spiraled Bell Ringers Sixth and Seventh Grade teachers will develop and utilize bell ringers focused on previous grade Science standards	-Daily Bell Ringers posted at the beginning of each class in Science classes -Bank of Bell Ringers to use	- Walkthrough Data	N/A
		Embedded CER/Feedback Teachers will include at least one CER-type prompt/assignment for each unit, with specific and intentional feedback	-CER assignment/assessment embedded in each unit	-Weekly Overviews -Unit Plans	N/A

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A
		Professional Learning Communities Teachers will participate in weekly PLC meetings with their content partners. The working sessions are targeted toward planning, peer and admin support, lesson debriefing, monitoring of standards, and data analysis. Teachers will monitor their TSI subgroup students during PLCs and discuss progress and next steps.	-Weekly PLC meetings	- PLC monitoring sheets - Content-based PLC meetings - Occasional grade level PLCs	N/A
	KCWP 4: Review, Analyze, apply Data Results	KSA-like Assessments Teachers will work together in their PLC groups to amend their assessments to be more KSA-like and to better match the rigor of the standards	-Assessments will mimic the rigor and format of the KSA -DBQs will be implemented as part of each unit	-PLC -Weekly Overviews -Unit Plans	N/A
	KCWP 2: Design and Deliver Instruction	HMH Curriculum The Social Studies Department will utilize HMH as its evidence-based curriculum.	-Teachers will utilize elements of an evidence-based curriculum for Social Studies	- PLC conversations - Walkthrough Data	\$40,257.27
Objective 2 - The status score for Social Studies will increase from 40.8 to 46.5 by the 2024-2025 School Year.					

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Structured Bell Ringers Social Studies teachers will structure their bell ringers to help students develop certain skills such as interpreting graphs and improving writing...while also reviewing content from previous grades.	-Teachers will implement bell ringers for each day, focusing on content (current AND past content) as well as skills	-Walkthrough Data	N/A
		Document Based Questions Each Social Studies teacher will commit to having their students complete at least one DBQ per unit. The Social Studies Department will utilize a common Claim, Evidence, and Reasoning structure to frame these responses	-Students will have ready access to a structure for answering DBQs -Students will see an increase in their achievement while answering KSA-like assessment questions	- Walkthrough Data - PLC Conversations	N/A
		Essential Questions PD Members of the Social Studies participated in an all day PD on how to develop essential questions (including supporting vs. compelling questions) and use them to drive instruction	-Teachers will attend a professional learning opportunity to learn/practice developing essential questions for their units	-Walkthrough Data - PLC conversations - MasteryConnect Scores - KSA Results	SBDM-\$500/teacher

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		U.S. History Engagement PD Eighth grade Social Studies teachers are participating in a professional development series through GRREC to help teachers learn to use primary and secondary sources as evidence to make and defend claims	-Teachers will attend a separate professional learning opportunity to learn how to use evidence from a document to support claims	-Walkthrough Data - PLC conversations - MasteryConnect Scores - KSA Results	SBDM- \$300
		Vocabulary Practice Vocabulary notebooks are utilized in all three grades for every quarter.	-Key vocabulary is emphasized in a quarterly vocabulary notebook and referenced throughout each unit	- Walkthrough Data - PLC Conversations	N/A
		Map Skills Instruction and Practice The Social Studies teachers will look to reinforce map/chart reading skills WEEKLY through intentional bell ringers and other assignments where students analyze and interpret data.	-Students will be more familiar with answering KSA-like assessment questions that emphasize the need to read maps, interpret data, etc.	- Walkthrough Data - PLC Conversations	N/A
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 - Combined Writing	KCWP 4: Review, Analyze, and Apply Data Results	Professional Learning Communities Teachers will participate in weekly product-driven PLC meetings with their content partners. The working sessions are targeted toward planning, peer and admin support, lesson debriefing, monitoring of standards, and data analysis. Teachers will monitor their TSI subgroup students during PLCs and discuss progress and next steps. Further, Social Studies teachers will be exploring the 20 Literacy Strategies books.	-Teachers will meet each week for Professional Learning with their content partners to plan together, work on assessments, discuss strategies, etc. Each meeting is documented.	- PLC monitoring sheets - Content-based PLC meetings - Occasional grade level PLCs	N/A
		Mastery Connect Assessments Students in 6th, 7th, and 8th Grade will take KSA-like Mastery Connect Assessments to monitor progress towards the standards	- Mastery Connect Results -KSA Results	- Mastery Connect Data Analysis - PLC Conversations	N/A
	KCWP 2: Design and Deliver Instruction	Amplify (Year 2) -The ELA department will implement Amplify ELA, an evidence-based curriculum chosen by our district. Amplify is designed to help increase rigor, stamina, text complexity, vocabulary, and writing.	- Weekly Unit Plans - MasteryConnect Results - KSA Results	- PLC conversations centered on instructional outcomes - Walkthrough Data	\$92,205 for 4 years

Goal 2 (State your science, social studies, and writing goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Separate Academic STATUS scores will increase from 48.8 to at least 56.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Writing Across the Curriculum Plan	-SBDM Approved Writing Plan	-District Writing Portfolio -Weekly Overviews -Unit Plans	N/A
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A
	KCWP 4: Review, Analyze, apply Data Results	Professional Learning Communities Teachers will participate in weekly PLC meetings with their content partners. The working sessions are targeted toward planning, peer and admin support, lesson debriefing, monitoring of standards, and data analysis. Teachers will monitor their TSI subgroup students during PLCs and discuss progress and next steps.	- PLC monitoring sheets - Content-based PLC meetings - Occasional grade level PLCs	-Admin assigned to PLC groups • Mr. Grover - Science • Dr. Perdue - Math • Mrs. Sterling - ELA • Mr. Marsh - Social Studies -Weekly Admin meetings	N/A

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 analyses when conducting their review of their 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
Objective 1 - Students with Disabilities	KCWP 2: Design and Deliver Instruction	Co-Teaching PD FSMS will partner with GRREC to provide training to both Special Education and Regular Education teachers regarding co-teaching strategies in the collaborative classroom	-Better collaboration between regular education and special education teacher -Students should have higher levels of achievements on all assessments	- PD for teachers in Spring 2024 - Multiple Co-Teaching Strategies observed in classes	N/A
		Amended Special Education Schedule FSMS will partner with GRREC to revise their current schedule in hopes of reducing the number of resource classes	- New SPED schedule with less resource classes and more co-taught classes		N/A
		Weekly Overviews Teachers will post five day weekly overviews outside of their classroom each week, displaying intentional planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 - African American	KCWP 1: Design and Deploy Standards	SLICE Protocol Math teachers are being trained through GRREC to follow a specific protocol to determine if tasks are: on grade level/rigorous	Increased rigor in our mathematics classrooms, as well as a reduction in tasks that are NOT on grade-level.	Utilizing the SLICE protocol will occur in Professional Learning Communities (PLCs) as will TASK ANALYSIS to determine the rigor of assigned tasks	GRREC
	KCWP 2: Design and Deliver Instruction	Evidence-Based Curriculum: AMPLIFY for Reading/Writing **Amplify is culturally responsive** - Freckle - Fastbridge - Looking for evidence-based math curriculum for 2023 - 2024	Increased level of rigor in ALL Reading/Writing classes (as well as mathematics classes for the 2023-2024 School Year). More streamlined intervention classes that provide real-time analysis of student progress	Weekly analysis of curriculum and resources available to deliver quality instruction. Walkthroughs and Observations	\$4000 - Freckle
		Weekly Overviews Teachers will post five-day weekly overviews outside of their classroom each week, displaying planning of activities and assessments that help students master the content to the appropriate level of rigor	-Weekly Overviews Posted Each Week	- Walkthrough Data -PLC Conversations	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Data Analysis - Share with each teacher by grade-level and content their TSI students and previous scores. Discuss needs, motivators, interventions, etc. - Tracking TSI students' progress via Freckle used during interventions	Targeted students will be provided more support in their core class, as well as their intervention class, resulting in higher performance on standardized tests such as CASE/Mastery Connect and KSA.	Weekly discussion in Professional Learning Communities about how to intentionally meet the needs of our targeted group based on analysis of DATA from multiple sources, including classroom-level assessments, CASE/Mastery Connect, STAR, and KSA.	N/A
		MONITOR STAR and CASE/MC SCORES As students complete STAR check scores and discuss with teachers if they are indicative of students' work in interventions and regular classes. Retest students who teachers feel can do better than the score they received.	Increased scores on STAR, CASE/MC, and KSA.	Continued monitoring of scores Walkthroughs	N/A
	KCWP 5: Design, Align, and Deliver Support	Intervention Data Tracking A spreadsheet is used to record students' assessment results taken during the intervention. Freckle data will be analyzed to drive the skills that are addressed next in the class	Students will demonstrate growth throughout the year on their assessments (STAR, CASECASE/Mastery Connect, etc.)	Weekly conversations in professional learning communities centered on data analysis from intervention classes, including the next steps for continual improvement.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Wildcat Workshop	A decrease in the number of students with missing work on ICU, as well as a decrease in the total number of missing assignments	Checking the ICU list daily to monitor who has missing assignments	SBDM-\$3000

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5: Design, Align, and Deliver Support	EL Parent Night-	80% of our ELL population will attend	-Learning Community Days -Monthly meetings with ELL coordinator	\$500 (food and door prizes)
		EL Para Support Specialist (ELPSS)- Para- educator collaborates with EL students to offer support	A reduction in the number of students with failing grades	-Learning Community Days -Monthly meetings with ELL coordinator	\$15,000
		FLEX Support- EL Students can receive support and tutoring during flex period.	A reduction in the number of EL students with failing grades in core classes	-Learning Community Days -Monthly meetings with ELL coordinator	N/A
		Peer Mentor/HS Tutor System- EL students are paired with bilingual peers or HS tutors for support or translation	A reduction in the number of EL students with failing grades in core classes	-Learning Community Days -Monthly meetings with ELL coordinator	N/A
		Technology Support- Google translate or other technology support is available for EL students	A reduction in the number of EL students with failing grades in core classes	-Learning Community Days -Monthly meetings with ELL coordinator	N/A
		Scheduling Priority- EL students are scheduled into classes with extra support or help	A reduction in the number of EL students with failing grades in core classes	-Learning Community Days -Monthly meetings with ELL coordinator	N/A

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Wildcat Workshop - After school study sessions are available to EL students	A reduction in the number of EL students with failing grades in core classes	-Learning Community Days -Monthly meetings with ELL coordinator	\$3000

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Quality of School Climate and Safety STATUS score will increase from 62.2 to at least 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The status score for CLIMATE will increase from 66.6 to 68 by the 2024-2025 School Year.	KCWP 5: Design, Align, Deliver Support Services	Student Ambassadors This is a group of students who are part of a committee that is dedicated to positively influencing and uplifting the school's culture and climate. This year there are "teams" within the club to target areas of need throughout our school. Those are the following: the New Student Team, the Outreach Team, and the Bully Prevention Team.	- Number of students who apply each year to be an ambassador goes up - Culture & Climate Survey Results improve	-Application numbers -Culture & Climate Survey	N/A
		Individual Counseling (Counselor Form) Students have the ability to fill out an online counseling form if they would like to discreetly report incidents or seek assistance from our counseling team	-All students will have access to a form that allows them to see a counselor	- Counseling Form analytics -Admin meetings	N/A
		Classroom Guidance Once each quarter, the school guidance counselors go into the classroom during flex or a non tested area class to do various social/emotional or transition lessons to aid in each student's development in middle school.	-Counselors will have a schedule for the time they each go into classrooms for guidance lessons	- Admin meetings - Culture & Climate Survey	N/A

Goal 5 (State your climate and safety goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Quality of School Climate and Safety STATUS score will increase from 62.2 to at least 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Schoolwide Rallies FSMS has schoolwide rallies for special holidays (as well as at the end of each quarter) for students of each grade to be recognized and to compete against each other in fun events	- Rally participation - School spirit	- Scheduling plan including all rallies - PBIS meetings	N/A
		PBIS Incentives/Reward Cart FSMS regularly recognizes and rewards positive behavior through CATS Cash, Reward Cart, and other incentives.	- Increase in the number of students who receive the reward card every other week.	- PBIS Meetings	FS Education Coalition
		Positive Referrals Teachers fill out positive referrals for students who are going above and beyond. A phone call home is made and students are provided with a certificate and a small treat.	- Number of positive referrals submitted	- PBIS Meetings	N/A
		Club Days Students have access to a variety of clubs that they can attend during the school day.	- An increase in the number of students that participate in school activities	-Club Day schedules -Admin meetings	N/A

Goal 5 (State your climate and safety goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Quality of School Climate and Safety STATUS score will increase from 62.2 to at least 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MOCK Student Survey FSMS will conduct a mock safety/climate survey for students in January 2024. Data analysis will guide the next steps.	- An increase in students' perception of school safety as well as an increase in students' perception about the school's climate	-Mock Survey Results	N/A
		Youth Service Center YSC provides needs for students daily. The coordinator is here to remove barriers so that students may be able to receive their education without interruptions. programs are implemented so that students receive everyday life situations that are not taught in the classroom.	-Increase the daily use of YSC resources such as hygiene products, food, etc. -Parent Nights -Specialized Programs (Dollars and Sense, Reality Store, STOP, etc.)	- Quarterly Advisory Council Meetings	N/A
		Counselor Form Students can fill out an online counseling form if they would like to discreetly report incidents or seek assistance from our counseling team	- Number of counselor form submissions	-Counselor Forms submission data to include student distribution	N/A
Objective 2 - The status score for SAFETY will increase from 57.8 to 60 by the 2024-2025 School Year.	KCWP 5: Design, Align, Deliver Support Services				

Goal 5 (State your climate and safety goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Quality of School Climate and Safety STATUS score will increase from 62.2 to at least 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Bully Prevention Team This is a team of students in every grade who work to prevent bullying at Franklin-Simpson Middle School. They will assist in upcoming school-wide initiatives to bring awareness of how to report bullying, what to do if you encounter bullying and the lasting effects bullying can have. Students are also responsible for making sure no one sits alone at lunch and promoting inclusion amongst their peers.	Decline in number of Bullying incidents reported Survey questions related to bullying	-SWISS Data -Survey Results	N/A
		Vape Sensors Vape sensors have been installed in most of the restrooms	- Reduction in the number of students vaping at FSMS	-SWISS Data about Vape referrals	SBDM, FS Education Coalition- \$6,000
		Lightspeed Notifications FSMS has software that monitors what is typed into the students' Chromebooks. Anything related to VIOLENCE or SELF-HARM is relayed to an administrator for immediate intervention	- More students will be provided proper support in times of crisis	-Lightspeed Reports -Admin Meetings	SBDM- \$3000

Goal 5 (State your climate and safety goal.): By the 2028-2029 School Year, Franklin-Simpson Middle School's Quality of School Climate and Safety STATUS score will increase from 62.2 to at least 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PBIS Universal Expectations (Re-teaching) At FSMS, teachers and administrators go over the universal expectations and procedures within the school. Teachers review the procedures after breaks and at other times as needed.	- A decrease in the number of students that receive discipline referrals	-SWISS Data -Admin Meetings	N/A

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: One of the Big Rocks at FSMS is student engagement. As such, FSMS has been participating in a series of professional development opportunities at GRREC, in conjunction with Jon Antonetti, centered on student engagement and analyzing task design. Different members of the leadership team are participating in this professional development series, including the principal, assistant principals, and the curriculum, instruction, and assessment coordinator. Similarly, and also in conjunction with GRREC, members of the leadership team are partnering with teachers to participate in the SLICE Protocol training, aimed at helping provide a system for examining rigor in our math assignments (as well as determining if the work is on grade level). Additionally, members of the leadership team are also being trained in the usage of the Amplify curriculum for Reading and Writing, which we believe will significantly impact the achievement levels of all students on the KSA. Further, each member of the admin team (as well as the curriculum, instruction, and assessment coordinator), participates in WEEKLY professional learning community meetings. Admin are assigned to work with a particular subject area and involve themselves in the work needed to help move our students. In these meetings, “KSA-like” assessments are examined/amended/created to measure students’ progress toward the standards. Performance data is analyzed down to the student level to provide more targeted support. Teams also use this time to examine designed tasks to determine if the work students are doing is on grade level and matching the level of rigor embedded within the standards.
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: FSMS admin involved all teachers in the Needs Assessment. The staff was divided into groups that examined each of the Key Core Work Processes and how each is implemented in the school. This was done keeping not only the school as a whole in mind, but also with our two targeted subgroups, African-American students and students with disabilities. The results of this Needs Assessment were analyzed, with key components to focus on serving as discussion points for SBDM. Our SBDM will continue to review the findings and complete its own “Needs Assessment” to be sent to the Board of Education for consideration.

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: FSMS gives an annual survey, in addition to the culture and climate survey given on the KSA, to its parents and students to help gauge the health of the school culture. The goal of the survey is to look for focus points for improvements in terms of how our students and community feel about certain aspects of the school. The survey is similar to the Quality of School Culture and Climate Survey, and the results of BOTH help drive decision-making about improving the experiences for kids here at FSMS. This data can be broken down into two subgroups to gain an understanding of their perception of FSMS. Further, FSMS has at least one annual parent night to discuss special types of issues related to school. Additionally, our administrative team, Director of Special Education, and GREC have reviewed our Special Education Master Schedule and determined changes need to be made to the services our students receive. For example, one of the focus points is to provide students with fewer resources and more collaboration opportunities, as we believe this will provide our special education students the best possible instruction and maximize the likelihood of improving their achievement levels on the KSA.	
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: Our Needs Assessment revealed that BOTH of our targeted subgroups could benefit from a research-based curriculum in Reading/Writing and Mathematics. During the previous school year, FSMS began the use of the AMPLIFY curriculum in all of its Reading/Writing classes for all three grades. We believe that the use of this curriculum will continue to significantly impact our students' achievement in Reading/Writing on the KSA. This year, we began the use of the ENVISION curriculum in mathematics for all three grades, which is an evidence-based curriculum as well. For those students falling below the 25th percentile on our STAR report, we place students in an intervention class and plan to utilize FRECKLE as an evidence-based program to help students get back on track. Additionally, FSMS has made many adjustments to its Special Education schedule and received a part-time Special Education Coordinator. One of the improvements we want to address for next year for our students with disabilities is the way our co-teaching classes work. With a relatively young staff, both in regular and special education, our school needs to be trained in the many different co-teaching models to better support our students.	
Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded the required documentation along with this goal template into the platform.

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 CIP
Amplify curriculum for all Reading/Writing classrooms in 6th through 8th Grades	Amplify, 2019. Amplify ELA: The research behind the program. Amplify Education. https://amplify.com/wp-content/uploads/2019/12/ELA_The-research-behind-the-program.pdf	☒
Freckle for Math Intervention	Renaissance, 2019. Freckle Research-Based Differentiation Methodology. <i>Renaissance Learning</i> . https://renaissance.widen.net/s/n8lums7zc/freckle-methodology%22%20/	☐
Co-teaching Training for Staff	Hanover, 2012. The Effectiveness of the Co-Teaching Model: Literature review. Hanover Research: Washington, DC. https://www.ousd.org/cms/lib/CA01001176/Centricity/Shared/The%20Effectiveness%20of%20the%20Co-Teaching%20Model-Inclusion%20Material.pdf	☐