

### By Comprehensive School Improvement Plan (CSIP)

### Rationale

achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing student growth and achievement.

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. process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were 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 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

definitions for each required planning component can be found on page 2 of the planning template 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 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

5:225. No separate Schoolwide Program Plan is required. 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

### 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

### **Explanations/Directions**

academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle Assessment for Schools.

Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Objective
Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Strategy
Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	Activities
List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Measure of Success
Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	Progress Monitoring
List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.	Funding

### 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Learning targets are clear to	Teachers will collaborate in	Students can	Уe	NA NA
(i)	teachers.	deconstructing standards and	communicate to others		
Spring 2023, each		developing congruent learning	what they are learning.	Walkthrough Data- weekly	
grade level will have at		targets that are student friendly.	9	•	
least 65% of students		Teachers will create daily formative			
scoring Proficient/		assessments to match targets.			
Distinguished on the		Formative assessment data will be			
end of year iReady		monitored and discussed weekly in			
diagnostic assessment		PLCs.			
in Reading.	Learning targets are student	Teachers will clearly communicate			
	communicated to students.	the learning target before, during, and after the lesson			
		Teachers will create daily formative			
		assessments to match targets.			
		Formative assessment data will be			
		monitored and discussed weekly in PLCs.			
	The Gradual Release of	I DO- where the teacher explicitly	Students understand	Walkthrough Data	NA
	Responsibility Model will be	models the lesson objective in a	what they need to		
	used during instruction.	focus lesson, while students watch,	know in order to be		
		WE DO- guided instruction with both	successful at the end		
		input from the teacher and the	of each lesson.		
		YOU DO TOGETHER: Collaborative			
		learning in small groups or partners			
		YOU DO ALONE- Students have			
		independent practice			
	Teachers will create high	In PLCs teachers will create	Teachers will take and	Assessment Data	
	Summative Assessments	assessments that are aligned to	discuss assessments		

Goal 1 (State your reading	and math goal.): By May of 20	Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above	, will increase the perce	ntage of students scoring at o	r above
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	that are aligned to standards and produce accurate data.		and make adjustments if necessary.		d
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA
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Spring 2023, each grade level (K-2) will have less than 20% of	teachers.	deconstructing standards and developing congruent learning	communicate to others what they are learning.	and summative Walkthrough Data- weekly	Š
students scoring novice on the end of the year iReady		Teachers will create daily formative assessments to match targets. Formative assessment data will be			
in Reading.		PLCs.			
	Learning targets are student friendly and clearly	Teachers will clearly communicate the learning target before, during, and after the lesson			
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		assessments to match targets. Formative assessment data will be			
		monitored and discussed weekly in PLCs.			
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	used during instruction.	focus lesson, while students watch,	know in order to be		
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	- Charles	YOU DO TOGETHER: Collaborative	seasone of Successi	Frogress Wontoring	Funding
		learning in small groups or partners YOU DO ALONE- Students have independent practice			
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards	In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	
	and produce accurate data.	Teachers will monitor and track the mastery of standards for each student and reteach and reassess as	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA
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	Learning targets are student friendly and clearly communicated to students.	Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will create daily formative assessments to match targets.			

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	e in reading and math by 35%.	<u>۲</u>
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	3	Soal I (State your leading and main goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above
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Objective	Strategy	Objective Strategy Activities Measure of Success Description	Measure of Succession	and man by 50%.	
the year iReady diagnostic assessment in Math.		Formative assessment data will be monitored and discussed weekly in PLCs.			Rimin
	Learning targets are student friendly and clearly communicated to students.	Teachers will clearly communicate the learning target before, during, and after the lesson.			
		Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.			
	The Gradual Release of Responsibility Model will be	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch,	Students understand what they need to know in order to be	Walkthrough Data	
		input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	of each lesson.		
	:	In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	NA
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards	Teachers will monitor and track the mastery of standards for each student and reteach and reassess as needed.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA A
	and produce accurate data.				

Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Teachers will use	Teachers and students will use	Students will be able to	Formative and Summative	
	evidence-based practices	concrete and semi-concrete	show and verbally	Assessment data	
	when delivering math	representations during math	express math		
	instruction	instructions.	concepts.		

### 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Science, Social Studies, and Writing by at least 20%, and reduce the percentage of students scoring novice in Science, Social Studies, and Writing by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Students will read, write,	Teachers will incorporate additional	Writing Samples	Walkthroughs	Title 1
In science, the	and be given hands on	opportunities for exposure to	Assessments	Assessment Data	
percentage of students	opportunities to increase	nonfictional texts that align with	Teacher Observation		
scoring at proficiency or	their knowledge in science.	grade level science standards.			
above will increase by		Students will discuss and write about			
5%.		science topics.			
Objective 2		Students will be given hands on			
In science, the		activities that foster inquiry.			
percentage of students					
scoring novice will					
reduce by 5%					
Objective 3	Students will read, write,	Teachers will incorporate additional	Writing Samples	Walkthroughs	Title 1
In social studies, the	and be given hands on	opportunities for exposure to	Assessments	Assessment Data	
percentage of students	opportunities to increase	nonfictional texts that align with	Teacher Observation		
scoring at proficiency or	their knowledge in social	grade level social studies standards.			
above will increase by 5%.	studies.				

Goal 2 (State your science, social studies, and writing goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Science, Social Studies, and Writing by at least 20%, and reduce the percentage of students scoring novice in Science, Social Studies, and Writing by 30%.

THE PERSON	
Measure of Success Progress Monitoring	Funding
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	NA A
t areas	;
Teacher Observation	
Rubric Data	
Writing Samples from all content areas  Teacher Observation Rubric Data	iting

### 3: Achievement Gap

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 vearly tarnets (chiertical) 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

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	Learning targets are clear	Teachers will collaborate in	Students can	Assessment Data- formative and	NA
	to teachers.	deconstructing standards and	communicate to	summative	2
gaps between the whole group population and		developing congruent learning targets that are student friendly	others what they are	Walkthrough Data- weekly	
ס	Learning targets are	Teachers will clearly	ď		
_	student friendly and clearly	communicate the learning target			
the year iReady data.	communicated to students.	before, during, and after the			
	The Gradual Release of	I DO- where the teacher explicitly	Students understand	Walkthrough Data	2
Re	Responsibility Model will	models the lesson objective in a	what they need to	d	
be	be used during instruction.	focus lesson, while students	know in order to be		
		watch.	successful at the end		
		WE DO- guided instruction with	of each lesson.		
		both input from the teacher and			
		the students,			
		YOU DO TOGETHER:			
		Collaborative learning in small			
		groups or partners YOU DO			
		ALONE- Students have			
1		independent practice			
Teg	Teachers will create high	In PLCs teachers will create	Teachers will take	Assessment Data	
qua	quality Formative and	assessments that are aligned to	and discuss		NA
Su	Summative Assessments	standards. These assessments	assessments and		
tha		will be given to all students	make adjustments if		
sta	duce	without modifications.	necessary.		
acc	accurate data.				
200	Sai atc data.				

															Wath.	data in Keading and	end of the year IKeady	growth according to the				All students will make	Objective 2										Objective
							accurate data.	standards and produce	that are aligned to	Summative Assessments	quality Formative and	Teachers will create high	be used during instruction.	Responsibility Model will	The Gradual Release of				communicated to students.	student friendly and clearly	Learning targets are	to teachers.	Learning targets are clear	IEPs.	Instruction to students with	be used to deliver	practices/Curriculum will	Evidence based				· · · · · · · · · · · · · · · · · · ·	Strategy
		standards.	assessments that are aligned to	In PLCs teachers will create	independent practice	ALONE- Students have	Collaborative learning in small	YOU DO TOGETHER:	the students,	both input from the teacher and	WE DO- guided instruction with	watch.	focus lesson, while students	models the lesson objective in a	I DO- where the teacher explicitly	lesson.	before, during, and after the	communicate the learning target	Teachers will clearly	targets that are student friendly.	developing congruent learning	deconstructing standards and	Teachers will collaborate in		delivering Specially Designed	curriculum/practices when	use evidence based	Special Education Teachers will	each student.	the mastery of standards for	Teachers will monitor and track		Activities
necessary.	make adjustments if	assessments and	and discuss	Teachers will take							of each lesson.	successful at the end	know in order to be	what they need to	Students understand					learning.	others what they are	communicate to	Students can				Tools	Progress Monitoring	assessments.	summative	Formative and	Success	Measure of
			The Research Control of the Control	Assessment Data										2 0000000	Walkthrough Data						Walkthrough Data- weekly	summative	Assessment Data- formative and				3	Progress Monitoring Data		the instructional team.	Weekly PLC reports submitted to		Progress Monitoring
														Grand St.	NA								NA					Title 1					Funding

### 4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2026, MCES in collaboration with MCIS, will reduce the percentage of English Language Learners scoring novice hav 15%, and increase the nercentage of English Language Learners scoring novice

Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
The state of the s			Success		を
v 100. W	Evidence based strategies will be used for instruction with ELL students	When new content is introduced students will be taught small sets	Formative and Summative	Assessment Data	NA
make growth in Reading with EL and Math based on the end of year iReady data.	with ELL students.	of academic vocabulary in small Assessments. group or one on one over several Writing Samples days.	Assessments. Writing Samples		
		Writing assignments will be done			
		with opportunities for students to			
		work and talk through the			
		assignment, in small groups or			
		pairs.			
Objective 2		provided for each content area			
Less than 10% of ELL					
students will score					

### 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, MCES will implement with fidelity, PBIS and the social emotional learning curriculum in every classroom.

Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
OL: All A	1		Success		
80% of Students will	The expectations of students are clearly	Professional Development will be provided for all staff	Behavior Referrals	PBIS Data- Monthly (PBIS Team)	SBDM Funds
follow school wide and	defined, and group norms	Students will be taught, explicitly.	The school and	School and Classroom Climate-	
classroom PBIS	have been established	the PBIS expectations.	classrooms sustain	Walkthrough data-weekly	
expectations.	within every classroom.		an environment that	Student and Staff Surveys-2	
			fosters students'	times/year	
		Students will be re-taught the	academic	PBIS Fidelity Checks- School and	
		expectations after each break	achievement as well	District Personnel	
		and as needed.	as their social,	ALCO IN UNITED MINISTER (CONTINUE OF CONTINUE OF CONTI	
		Teachers will establish	emotional, and moral		
		classroom norms that align with	growth.		
		school expectations and submit			
		these expectations to the PBIS			
		Team.			
Objective 2	Staff will ensure the	Professional Development will be	Behavior Referrals	Student Social Emotional Self	FRC Grant
80% of students will be	effective implementation	provided for staff teaching the	decreased.	Checks- Daily/Monitored by	
successful in utilizing	and monitoring of the	programs.		classroom teacher	
the lessons in the SEL	social emotional programs.	Appropriate time will be	The school and	Walkthroughs-Weekly	
Curriculum.		designated in the master	classrooms sustain	9	
		schedule for the SEL curriculum	an environment that		
		to be taught.	fosters students'		
			academic		
			achievement as well		
		3	as their social,	-	
			emotional, and moral		
			arowth		

# Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional 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 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, requirements for TSI schools in the following chart:

## Components of Turnaround Leadership Development and Support:

achievement for underperforming subgroups? Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student

During PLCs professional development will focus on the areas in our CSIP. Additional professional development will also be required for school leaders

### 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:

CSIP. Council will also determine if more funds are needed and adjust the budget if necessary The SBDM council, school committees, and grade level groups reviewed the allocation of staff and the use of resources. Our Title 1 budget reflects the areas of need in our

# Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

causes of underperformance 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

### Response:

PLCs with special education teachers as well as general education teachers will ensure everyone understands the expectations. Regular meetings to discuss student progress and next steps will occur weekly

### Targeted Subgroups and Evidence-Based Interventions:

will we monitor the evidence-based practice to ensure it is implemented with fidelity? 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 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

assessments, as well as, anecdotal records to monitor progress. Explicit teaching and The Gradual Release Model will be used to support students with disabilities. We will look at progress monitoring data, formative and summative

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence resource available on KDE's Evidence-based Practices website. review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements"

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

explicit and systematic.	support reading understanding.	based Activity
Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.	Evidence Citation
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### Comprehensive School Improvement Plan (CSIP)

### Rationale

student growth and achievement. achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing

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. 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 should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified 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

definitions for each required planning component can be found on page 2 of the planning template. 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, operationa 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

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

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- English Learner Progress
- Quality of School Climate and Safety

### 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): To achieve Blue Ribbon School status within 3-5 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Lesson congruency	Write learning targets that	"I can" statement	Classroom observation	none
7		are aligned with Kentucky	using active verb, specific	provides evidence of learning	5
Reduce novice in reading and		Academic State Standards.	to skill, knowledge or	target on the board, lesson and	
math on KSA 22-23 by 20%.			understanding	exit slip aligns with it, and	
			and written in	students can verbally explain the	
			developmentally	learning target for the day	
			appropriate	and how they know they have	
			student language.	mastered it.	
		Create lessons and assessments	Students show	Formative assessments are used	none
		that are directly related to the	mastery on formative	to drive instruction and	The state of the s
		daily learning target.	and summative	conversation at PLCs. Summative	
			assessments.	assessments show mastery of	
				standards and areas where	
				students need to continue	
	7.66			learning.	
	Differentiated instruction	Teachers provide small group	Lesson plans	Classroom observation	none
		instruction to flexible	indicate intentional	provides evidence of small group	
		nomogeneous groups.	planning of groups.	instruction.	
		Teachers provide activities that	Students are exhibiting the	Student work samples provide	none
		are rigorous and promote higher	ability to produce grade-	evidence of rigorous grade-	
	-	order thinking.	level work.	level work.	
	Data analysis	Teachers analyze formative	Majority of students	Weekly discussion at PLCs.	None
		assessments at their weekly PLCs.	master daily learning	3	
			targets.		
		Teachers analyze	Majority of students are	Evidence of growth at tri yearly	none
		summative/diagnostic	meeting expected growth	meetings.	
		assessments with principal at	and mastering Kentucky		
		beginning, middle, and end of the	Academic Standards.		
		year meetings.			

Goal 1 (State your reading and  Objective 2	l math goal.): To achieve Blue Ril Strategy Lesson congruency	Goal 1 (State your reading and math goal.): To achieve Blue Ribbon School status within 3-5 years.  Objective Strategy Activities  Objective 2 Lesson congruency Write learning targets that are aligned with Kentucky	Measure of Success "I can" statement using active verb, specific	Progress Monitoring Classroom observation provides evidence of learning	Funding none
Increase proficiency in reading and math on KSA 22-23 by 20%.	Lesson congruency	Write learning targets that are aligned with Kentucky Academic State Standards.	"I can" statement using active verb, specific to skill, knowledge or understanding and written in developmentally appropriate student language.	Classroom observation provides evidence of learning target on the board, lesson and exit slip aligns with it, and students can verbally explain the learning target for the day and how they know they have mastered it.	none
		Create lessons and assessments that are directly related to the daily learning target.	Students show mastery on formative and summative assessments.	Formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.	none
	Differentiated instruction	Teachers provide small group instruction to flexible homogeneous groups.  Teachers provide activities that are rigorous and promote higher activities.	Lesson plans indicate intentional planning of groups. Students are exhibiting the ability to produce grade-	Classroom observation provides evidence of small group instruction.  Student work samples provide evidence of rigorous grade-level	none
	Data analysis	Teachers analyze formative assessments at their weekly PLCs.  Teachers analyze summative/diagnostic assessments with principal at beginning, middle, and end of the year meetings.	Majority of students master daily learning targets. Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	Weekly discussion at PLCs.  Evidence of growth at tri yearly meetings.	None

### 2: State Assessment Results in science, social studies and writing

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Finding
Objective 1	Lesson congruency	Write learning targets that are	"I can" statement using	Classroom observation provides	none
KSA test scores show 35%		aligned with Kentucky Academic	active verb, specific to	evidence of learning target on the	
proficiency in science		State Standards.	skill, knowledge or	board, lesson and exit slip aligns	
by spring of 2023.			understanding and written	with it, and students can verbally	
			in developmentally	explain the learning target for the	
			appropriate student	day and how they know they have	
			language.	mastered it.	
		Create lessons and assessments	Students show mastery on	Formative assessments are used to	none
		that are directly related to the	formative and	drive instruction and conversation	
		daily learning target.	Summative assessments.	at PLCs. Summative assessments	
				show mastery of standards and	
				areas where students need to	
				continue learning.	
	Differentiated instruction	Teachers provide cooperative	Lesson plans indicate	Classroom observation	none
		learning and project based	intentional planning of	provides evidence of	
		learning opportunities that are	cooperative learning and/or	cooperative learning and/or	
		differentiated for learners'	project based learning	project based	
		needs.	activities.	learning activities.	
		Teachers provide activities that	Students are exhibiting the	Student work samples	none
		are rigorous and promote	ability to produce grade-	provide evidence of rigorous	
		higher order thinking.	level work.	grade-level work.	
	Data analysis	Teachers analyze formative	Majority of students master	Weekly discussion at PLCs.	none
		assessments at their weekly	daily learning targets.		
		Teachers analyze	Majority of students are	Evidence of growth at tri	none
		summative/diagnostic	meeting expected growth	yearly meetings.	
		assessments with principal at	and mastering Kentucky	5	
		beginning, middle, and end of	Academic Standards.	0	

Objective Strategy Activities Measure of St	Measure of Suppose		7
Lesson congruency	- 8	Classroom observation provides	none
	100000	evidence of learning target on the	
by sering of 2022	knowledge or understanding	board, lesson and exit slip aligns	
	and written in	with it, and students can verbally	
	developmentally appropriate	explain the learning target for the	
	student language.	day and how they know they have	
		mastered it.	
Create lessons and assessments	ts Students show mastery on	Formative assessments are used to	none
that are directly related to the	formative and	drive instruction and conversation	
daily learning target.	Summative assessments.	at PLCs. Summative assessments	
		show mastery of standards and	
		areas where students need to	
		continue learning.	
Differentiated instruction Teachers provide cooperative	Lesson plans indicate	Classroom observation provides	none
learning and project based	intentional planning of	evidence of cooperative learning	
learning opportunities that are	cooperative learning and/or	and/or project based	
differentiated for learners'	project based learning	learning activities.	
needs.	activities.		
Teachers provide activities that	t Students are exhibiting the	Student work samples	none
are rigorous and promote	ability to produce grade-	provide evidence of rigorous grade-	
higher order thinking.	level work.	level work.	
Data analysis Teachers analyze formative	Majority of students master	Weekly discussion at PLCs.	none
assessments at their weekly	daily learning targets.	8	
PLCs.			
Teachers analyze	Majority of students are	Evidence of growth at tri	none
summative/diagnostic	meeting expected growth	yearly meetings.	
assessments with principal at	and mastering Kentucky		
beginning, middle, and end of	Academic Standards.		
the year meetings.			
	the year meetings.	9	9

### 3: Achievement Gap

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 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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 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

												2023.	math on KSA in spring of	less than 10% in reading and	students with disabilities to	Reduce Novice in	Objective 1	Objective
				Data analysis					Intentional planning of SDI.						SPED teachers.	between gen ed and	Collaborative teaching	Strategy
		Constitution of the consti	monitoring at their weekly PICs	Teachers analyze formative	for those needs.	of students and provide lessons	SPED teachers identify needs	data records	SPED teachers keep daily			both teachers	Daily instruction provided by				Weekly planning meetings	Activities
	progressing in their IEP goals.	targets and are	students master	Majority of	8	being closed.	Students' gaps are	growth in records	Students show	instruction.	providing	in the classroom	Both teachers are	learning gaps.	teaching to close	synchronously	Teachers are	Measure of Success
				Weekly discussion at PLCs.			Progress monitoring every 2 weeks		Observation of data keeping				Classroom observations			one discussions with teachers.	Classroom observations and one on	Progress Monitoring
				None			none		none				none				none	Funding

### 4: English Learner Progress

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Goal 4 (State your English Learner goal.):
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goal.): To become a Blue Ribbon School in 3-5 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Lesson congruency	Write learning targets that	"I can" statement	Classroom observation	none
前頭		are aligned with Kentucky	using active verb,	provides evidence of learning target	
Reduce novice in reading and		Academic State Standards.	specific to skill,	on the board, lesson and exit slip	
math on KSA 22-23 by 20%.			knowledge or	aligns with it, and students can	
			understanding	verbally explain the learning target for	
			and written in	the day and how they know they have	
			developmentally	mastered it.	
			appropriate		
			student language.		
		Create lessons and assessments	Students show	Formative assessments are used	none
		that are directly related to the	mastery on formative	to drive instruction and conversation	
		daily learning target.	and summative	at PLCs. Summative assessments	
			assessments.	show mastery of standards and areas	
				where students need to continue	
				learning.	
	Differentiated instruction	Teachers provide small group	Lesson plans	Classroom observation	e
		instruction to flexible homogeneous	indicate intentional	provides evidence of small group	
		groups.	planning of groups.	instruction.	
		Teachers provide activities that	Students are	Student work samples provide	none
		are rigorous and promote higher	exhibiting the ability to	evidence of rigorous grade-level	
		order thinking.	produce grade-level	work.	
			work.		
	Data analysis	Teachers analyze formative	Majority of students	Weekly discussion at PLCs.	None
		assessments at their weekly PLCs.	master daily learning		
			targets.		
		Teachers analyze	Majority of students	Evidence of growth at tri yearly	none
		summative/diagnostic assessments	are meeting expected	meetings.	
		with principal at beginning, middle,	growth and mastering		
		and end of the year meetings.	Kentucky Academic		
			Standards.		

Objective	Strategy	Activities	Moscillo of Circoso	Diogram Manifester	
Objective 2	Lesson congruency	Write learning targets that are aligned with Kentucky	"I can" statement using active verb.	Classroom observation provides evidence of learning target	none
Increase proficiency in reading and math on KSA 22-23 by 20%.		Academic State Standards.	specific to skill, knowledge or understanding and written in developmentally appropriate	on the board, lesson and exit slip aligns with it, and students can verbally explain the learning target for the day and how they know they have mastered it.	
		Create lessons and assessments that are directly related to the daily learning target.	Students show mastery on formative and summative assessments.	Formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue	none
	Differentiated instruction	Teachers provide small group instruction to flexible homogeneous groups.	Lesson plans indicate intentional planning of groups.	Classroom observation provides evidence of small group instruction.	none
		Teachers provide activities that are rigorous and promote higher order thinking.	Students are exhibiting the ability to produce grade-level work.	Student work samples provide evidence of rigorous grade-level work.	none
	Data analysis	Teachers analyze formative assessments at their weekly PLCs.	Majority of students master daily learning targets.	Weekly discussion at PLCs.	None
		Teachers analyze summative/diagnostic assessments with principal at beginning, middle, and end of the year meetings.	Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	Evidence of growth at tri yearly meetings.	none

### 5: Quality of School Climate and Safety

Goal 5 (State your climate and	safety goal.): As a Leader in Me s	Goal 5 (State your climate and safety goal.): As a Leader in Me school, we would like to reach Lighthouse status by 2025.	se status by 2025.		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Finding
Objective 1	Utilize PTO	Admin and teachers attend PTO	Each are in attendance	Check minutes to see who attended	none
Improve family engagement		meetings	at every meeting		
from 66% to 75% by spring of		Guide PTO in ways to incorporate	2 events each year are	Events are scheduled and well	PTO funds
2023 according to the MRA		Leader in Me into activities planned	centered around	attended	
survey from Leader in Me.			Leader in Me		
	Communicate habits and	Send home Leader in Me literature	Leader in Me	Each schoolwide family newsletter has	Title 1 (Leader in Me
	paradigms to families on a		documents from the	a document included	and Smores
	consistent basis		website that are		newsletter)
			designed for families		ą
			are sent home weekly		
		Provide opportunities for students	The habits and	Homework plans turned in to admin	none
		to include their families in the habits	paradigms are		
		and paradigms	incorporated into		
			homework activities		
	Hold family events centered	Fall family event	Centered around	Admin and teachers will help plan the	PTO funds
	around Leader in Me		Leader in Me	event	
		Spring family event	Centered around	Admin and teachers will help plan the	PTO funds
			Leader in Me	event	
Objective 2	Build efficacy through PLCs	Weekly PLCs	Teachers use data to	Admin check in on meetings	none
Improve staff collective			guide instruction	000	
efficacy from 73% to 80% by					
spring of 2023 according to	Grow the mindset that	Share core paradigm literature from	Teachers show they	Teachers depend on each other to	none
the MRA survey from Leader	everyone can be a leader	Leader in Me	believe in each other	build lessons and grow relationships	
in Me.		Discuss at staff meetings	This paradigm is on	Discussions at staff meetings	none
			each agenda		
	Grow the mindset that	Share core paradigm literature from	Teachers show they	Teachers depend on each other to	none
	everyone has genius	Leader in Me	believe in each other	build lessons and grow relationships	
		Discuss at staff meetings	This paradigm is on	Discussions at staff meetings	none
			each agenda		

# Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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 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 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:

underperforming subgroups? 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

### Response

- CKEC Trainings Co-Teaching, SDI Tools
- KYCEC attendance administrators, counselors, SPED team lead
- CKEC Co-Teaching Cadre instructional coach and coteaching partners

### Identification of Critical Resources Inequities:

underperformance, and how identified resource inequities will be addressed 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

### Response:

- Observation of grade level work students are exposed to an increase to exposure will be guaranteed with appropriate accommodations and modifications to ensure success
- Discussion with gen ed and SPED teachers about SDI and implementation of coteaching/resource continuously monitor and discuss appropriate coteaching strategies and SDI that need to be used
- Reviewed data from KSA, Progress Monitoring, and iReady data will be used to drive instruction
- Modified process for writing IEPs IEPs will be written with clear goals, appropriate LRE and accommodations/modifications, and SDI designed to bring to grade level mastery

## Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

underperformance. 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

### Response

- Observation of time spent by students in gen ed setting vs resource setting
- Observation of coteaching strategies used by teachers
- Observation of SDI tools used

### 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 evidenceto ensure it is implemented with fidelity? 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

### esponse

Novice reduction among students with IEPs – increase exposure to rigorous, grade-level material;

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. 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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school

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.

Assisting Students Struggling with  Mathematics: Response to Intervention (RtI)  for Elementary and Middle Schools  from http://ies.	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade  Grade  Foorman, B., Beyler, N., B kindergarten through 3rd kindergarten through 3rd Assistance (NCEE), Institu http://whatworks.ed.gov	Train staff to implement inductive teaching Hattie, J. (2009) strategies.	Evidence-based Activity
Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Evidence Citation
$\boxtimes$			Uploaded in eProve



### Comprehensive School Improvement Plan (CSIP)

### Rationale

achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing student growth and achievement.

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. 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 process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were 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

definitions for each required planning component can be found on page 2 of the planning template 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 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

5:225. No separate Schoolwide Program Plan is required 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

### 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 ReadinessGraduation Rate

### **Explanations/Directions**

academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate Assessment for Schools. Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle

Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.			
Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Strategy		
Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.			
List the criteria that will gauge the impact of your work. The measures may be quantitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.			
Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.			
List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.	Funding		

## 1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): King Middle School will increase the percentage of students scoring at or above proficiency in reading and math to 60% in each content area by May

2024.		(	3	since by may make the control to some in sacinosities it also by may	ilitelit alea by ividy
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy	Ensure regularly scheduled	Dates on calendar and	Council will receive report in spring	Title 1, Section 6
students will be at least	Standards	curriculum meetings to review the	alignment PLCs	from principal.	
proficient in math		alignment between standards,	scheduled.	3	
0.0000000000000000000000000000000000000		learning targets, and assessment			
		measures.			
		Ensure monitoring measures are in	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
		place to support high fidelity in	agendas and minutes	from principal.	Account of an application of the Park Common
Objective 2		teaching to the standards, by way of			
By May 2022, 50% of		peer observations, formal and			
proficient in reading		informal observations, classroom			
		data/running records, and			
		standards mastery checks.			
	KCWP2: Design and Deliver	Ensure congruency is present	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
	Instruction	between standards, learning	agendas and minutes	from principal.	870
		targets, and assessment measures			
		Ensure ongoing professional	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
		development in the area of best	agendas and minutes	from principal.	
		practice/high yield instructional	Teacher PGPs		
		strategies to aid in curricular			
		adjustments when students fail to			
		meet mastery.			
	KCWP 4: Review, Analyze and	Ensure that formative assessment	Walkthrough data,	Council will receive report in spring	Title 1, Section 6
	Apply Data	practices allow students to	Planning Protocols, PLC	from principal	
		understand where they are going,	agendas and minutes		
		where they currently are, and how			
		they can close the gap			

Goal 1 (State your proficiency goal.): King Middle School will increase the percentage of students scoring at or above proficiency in reading and math to 60% in each content area by May

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and	Ensure that formative, interim,	PLCs, Intervention	Council will receive report in spring	NA
	Deliver Support	summative assessment results, as	data, iready data,	from principal.	
		well as universal screener data, are	progress monitoring	8	
		used appropriately to determine			
		tiered intervention needs.			

# 2: State Assessment Results in science, social studies and writing

GOAL 2 BY MAY 2023, KIMS WIII	Goal z By way 2023, KMS will increase its Separate Academic Indicator to 60.	Indicator to 60.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 May 2023, KMS will increase science scores to 50.	KCWP2: Design and Deliver Instruction	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.  Formative and summative assessments are used to drive instruction based on student needs of content mastery.  Continued use of Amplify Science and Summit, along with modifications that extend learning.  Greater use of PBL Activities.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.  Continued use of PLC time and PD getting familiar with Amplify Science.	Council will receive report in spring from principal.	Title 1, section 6
		or conscir masery.	familiar with Amplify Science.		
		and Summit, along with modifications that extend learning.			
		Greater use of PBL Activities.			
Objective 2 May 2023, KMS will increase Social Studies scores to 60.	KCWP 1: Design and Deploy Standards	Continued usage of History Alive, and Summit Learning while matching desired standards and outcomes to learning experiences. Greater use of PBL Activities.	Assessment data reviewed with leadership team to determine which high yield strategies to	Council will receive report in spring from principal.	Title 1, section 6
May 2023, KMS will increase writing scores to 70.		alignment between standards, learning targets, and assessment measures.	growth towards mastery.		

Updated May 2022

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#### 3: Achievement Gap

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 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 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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 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

	and math to May 2023.	To increase proficiency in economically challenged students to 50% in reading	DE: 1									math by May 2023.	under 40% in reading and	students' novice scores to	10 reduce Special Education	Objective 1	Objective
							Instruction	KCWP2: Design and Deliver							Standards	KCWP 1: Design and Deploy	Strategy
Ongoing focus on Kagan Cooperative engagement activities (summer 2022) and follow-up trainings throughout the year.	Name/Claim by our special education staff.	Follow-up to our summer 2022 co-teaching KASC training for staff ongoing and in the summer of 2023.	meet mastery.	adjustments when students fail to	strategies to aid in curricular	practice/high yield instructional	development in the area of best	Ensure ongoing professional	targets, and assessment measures.	between standards, learning	Ensure congruency is present	measures.	learning targets, and assessment	alignment between standards,	curriculum meetings to review the	Ensure regularly scheduled	Activities
	scores.	Greater proficiency for on grade level assignments and KSA				Teacher PGPs	agendas and minutes	Walkthrough data, PLC	agendas and minutes	Planning Protocols, PLC	Walkthrough data,			agendas and minutes	Planning Protocols, PLC	Walkthrough data,	Measure of Success
	a report in the spring from the principal.	District and school personnel monitoring through school visits, and walkthrough data. Council will receive					from principal.	Council will receive report in spring		1-37	Council will receive report in spring				70233	Council will receive report in spring	Progress Monitoring
		Title 1/Section 6						Title 1/Section 6			Title 1/Section 6				8	Title 1/Section 6	Funding

going, nd how	Objective	Strategy KCWP 4: Review, Analyze and Apply Data	Strategy Activities  KCWP 4: Review, Analyze and Apply Data Ensure that formative assessment practices allow students to	Measure of Success Walkthrough data, Planning Protocols, PLC	Progress Monitoring  Council will receive report in spring from principal.
		Apply Data	practices allow students to understand where they are going, where they currently are, and how they can close the gap	PLC	from principal.

#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): KMS doesn't have enough students in this subgroup to have data available. However, with our focus on Tier 1 best practices, we will reduce novices in all content areas.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1				c	d
Objective 2					

### 5: Quality of School Climate and Safety

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the sense of belonging at KMS by adding	KCWP2: Design and Deliver Instruction	Summit Learning Mentoring	Weekly mentoring sessions that includes	annual te.	Section 6,
more mentoring			Team).		
opportunities in our school.		Goal Setting	Climate survey		
	KCWP 4: Review, Analyze and	PLT and the continued focus of	Weekly check-ins (8 <sup>th</sup>		
	Apply Data	creating connections and	grade).		
		relationship building.			
		Kindness Club at KMS	KSA Scores		
			Fewer behavior		
			incidents		
Objective 2	KCWP2: Design and Deliver	Weekly and bi-monthly small			Title 1. Section 6.
To fully implement our small	Instruction	counseling groups.			Frvsc
group counseling sessions		Check-in/Check-out will be utilized	Students will fill out a	Culture survey, SBDM progress annual	District, Title 1,
and to expand and respond		to respond to needs throughout the	google form each	update, Leadership team update.	Section 6.
to student needs in the		year.	session.		
tuture.	KCWP 4: Review, Analyze and	Hospice Grief group, coping cat	Fewer behavior		
	Apply Data	(anxiety), behavior, anger, and other	incidents.		
		small groups.			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):	ary goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1				C	0
Objective 2					

### 7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1				c	0
Objective 2					

#### 8: Other (Optional)

Objective	Anticition	NA	June Proping	
	PARTITION	Medanic of Success	riogicas promomis	ruiuiig
Objective 2				

# Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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: 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 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

# Components of Turnaround Leadership Development and Support:

underperforming subgroups? 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

#### Response:

- CKEC Trainings Co-Teaching, SDI Tools
- KYCEC attendance administrators, counselors, SPED team lead
- CKEC Co-Teaching Cadre instructional coach and coteaching partners
- KASC Co-teaching whole faculty training
- Kagan cooperative engagement learning

### Identification of Critical Resources Inequities:

underperformance, and how identified resource inequities will be addressed. 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

#### Response:

- Observation of grade level work students are exposed to an increase to exposure will be guaranteed with appropriate accommodations and modifications to ensure success
- Discussion with gen ed and SPED teachers about SDI and implementation of coteaching/resource continuously monitor and discuss appropriate coteaching strategies and SDI that need to be used
- Reviewed data from KSA, Progress Monitoring, and iReady data will be used to drive instruction
- Modified process for writing IEPs IEPs will be written with clear goals, appropriate LRE and accommodations/modifications, and SDI designed to bring to grade level mastery

# Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

underperformance. 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

#### Response:

- Observation of time spent by students in gen ed setting vs resource setting
- Observation of coteaching strategies used by teachers
- Observation of SDI tools used

## Targeted Subgroups and Evidence-Based Interventions:

evidence-based practice to ensure it is implemented with fidelity? 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 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

#### esponse:

Novice reduction among students with IEPs - increase exposure to rigorous, grade-level material; improve reading intervention, improve math intervention, use data to guide instruction for all contents and grade levels.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

#### TSI/ATSI Evidence-based Practices

documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school 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 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 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

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.

		KMS.	professionals and families and co-teaching at	Continued focus on collaboration with		Improve math interventions.		Evidence-based Activity	
		Children & CEEDAR Center. © 2017 CEC & CEEDAR	professionals and families and co-teaching at M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Annuacing the control of the co	McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, I., Maneady, L., Rodriguez, J., Scheder,	Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics:	Evidence Citation	
			į	×		×		in eProve	Uploaded

# Special Considerations for Comprehensive Support and Improvement (CSI) Schools

before it is submitted to the Commissioner of Education for final approval. the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process	98
Response:	
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:	

#### **Evidence-based Practices**

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the 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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school

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 eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	



# Comprehensive School Improvement Plan (CSIP)

#### ₹ationale

environment that promotes student growth and achievement. and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding

reviewed regularly to determine the success of each strategy. 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 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 improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment 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

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 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 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

#### Explanations/Directions

targets should be informed by The Needs Assessment for Schools. must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator.

Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Objective
Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work  Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Strategy
Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	Activities
List the criteria that will gauge the impact of your work.  The measures may be quantitative or qualitative but are observable in some way.  Consider measures of input as well as outcomes for both staff and students.	Measure of Success
Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	Progress Monitoring
List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.	Funding

# 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): To reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Reading and Math.	All 9th.11th graders will continue to work with the ACT online program CERT which will provide assessments in Reading and Math. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use	8/10/2022-5/19/2023	Principal, assistant principals, teachers	GEAR UP provided
scores.		and teachers will use educational resources provided in CERT.			
		Teachers will participate in PLC meetings with instructional coaches and administrative staff	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required
		to analyze results of common assessments, identify struggling students, and plan for future instruction.			
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required

# 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): To reduce the percentage of Novice from 46% to 30% in 11<sup>th</sup> grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11<sup>th</sup> grade Social Studies scores. To improve the Combined Writing index score of all students in writing from 63.8% to 68% as defined by the On-Demand writing assessment in 2022-23.

Objective Strate	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 46% to 30% in 11 <sup>th</sup> grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11 <sup>th</sup> grade Social Studies scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Science and Social Studies.	All 9"-11" graders will continue to work with the ACT online program CERT which will provide assessments in Science. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
Objective 2: To improve the Combined Writing index score of all students	Teachers will continue with laser focused specific efforts in order to improve	Teachers will participate in PLC meetings with instructional coaches and administrative staff	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required

					assessment in 2022-23.		by the On-	in writing from 63.8% to
						assessment.	On-Demand writing	the writing scores from the
writing (argumentative, on-demand, etc.).	prompts across the core content areas with specific types of	plan that provides for writing	implement the MCSHS writing	Teachers will continue to	instruction.	students, and plan for future	assessments, identify struggling	the writing scores from the to analyze results of common
				8/10/2022-5/19/2023				
			teachers instructional coaches	19/2023 Principal, assistant principals,				
			•	None required				

#### 3: Achievement Gap

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 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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 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 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

Objective  Objective 1: To reduce the	Strategy Teachers will continue with	Activities  All On 11th product will positive	Measure of Success	Progress Monitoring
Objective 1: To reduce the percentage of Novice in the gap group of "2 or More Races" on the Kentucky Summative Assessment Reading section from 40% to 25% in 2022-23.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Reading.	All 9"-11" graders will continue to work with the ACT online program CERT which will provide assessments in Reading. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/10/2022-5/19/2023	Principal, assistant principals, teachers
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/10/2022-5/19/2023	Principal, assistant principals, teachers
		Students will be provided with individualized online interventions through the CERT exam room and will have time to	8/10/2022-5/19/2023	Principal, assistant principals, teachers

Time.	work on these modules in Titan

#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): To continue to reduce the percentage of Novice in all content areas for all English Language Learners. We currently do not have the number of ELL students to meet the threshold to receive a score via the Kentucky Accountability System.

rile lidilibel of EEE studelits	to meet the timeshold to recei	uie indilibei oi EEE studellis to lileet tile tillesiloid to leceive a score via trie Kentucky Accountability System.	ntability system.		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To continue to	Teachers will continue with	PLC	8/10/3		None required
reduce the percentage of	laser focused specific	meetings with instructional		teachers, instructional coaches	
Novice in all content areas	efforts in order to reduce	coaches and administrative staff			
for all English Language	Novice scores in all	to analyze results of common			
Learners. We currently do	content areas.	assessments, identify struggling			
not have the number of		students, and plan for future			
ELL students to meet the		instruction.			
threshold to receive a		Teachers will identify struggling	8/10/2022-5/19/2023	//2023 Principal, assistant principals,	None required
score via the Kentucky		students and provide Tier 2		teachers	
Accountability System.		interventions to assist those			
		students.			

### 5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve	Teachers and	Administration and teachers will	8/10/2022-5/19/2023	Principal, assistant principals,	None required
the quality of school	Administration will	practice school safety drills		teachers	
climate and safety goal	continue to ensure that	monthly and will continue to look			
from 61.6 to 68.	school safety is the	for areas to improve any area			
	number one priority for our	that is lacking.			
	school.	Administration and teachers will	8/10/2022-5/19/2023	Principal, assistant principals,	None required
		have open dialogue with		teachers	
		students regarding any issue			
		that they feel does not make			
		them feel safe while at school.			
	Teachers and	Administration and teachers will	8/10/2022-5/19/2023	Principal, assistant principals,	None required
	Administration will	have open dialogue with		teachers	
	continue to promote school	students regarding any issue			
	climate and make MCSHS	that they feel does not promote a			
	a place for the students,	positive school climate.			
	staff, and community to be	Administration will meet with the	8/10/2022-5/19/2023	Principal, assistant principals,	None required
	proud of in the education	school leadership team to come		teachers	
	process of our students.	up with ways to improve school			
		culture.			
		Administration will use social	8/10/2022-5/19/2023	Principal, assistant principals	None required
		media to promote school events,			
		accomplishments, and other			
		positive happenings at MCSHS.			

### 6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): To improve the Postsecondary Readiness (academic and career) score from 79.4 to 85 by 2022-23.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve the Postsecondary Readiness (academic and career) score from 79.4 to 85 by 2022-23.	Students will be monitored on progress of their chosen career pathway.	Course offerings will be aligned with CTE curriculum, End of Program assessment requirements and industry certification standards. School counselors will monitor selected courses taken by students during the scheduling process to ensure pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways.  Freshman, Sophomores, and Juniors will continue to work with the online program CERT and take practice assessments to help them prepare for ACT assessments. Teachers will continue to use ACT like questions as bell	8/10/2022-5/19/2023	Principal, assistant principals, teachers, school counselors  Principal, assistant principals, teachers, instructional coaches	None required GEAR UP provided
	Students will receive guidance regarding future	Juniors will take the ACT in the winter, paid for by the board of	8/10/2022-5/19/2023	Principal, assistant principals, teachers	\$7,000

									force, or military options.	choices of college, work
small/private/community college, and large 4-year colleges.	trade technical,	campuses to expose them to	to take college visits to	Students will have opportunities	within content areas.	address achievement gaps	results. Staff will analyze data to	CERT and previous ACT	for their March ACT based on	education. Juniors will set goals
				8/10/2022-5/19/2023						
			teachers, school counselors	Principal, assistant principals,						
				\$3,000						

### 7: Graduation Rate (high school only)

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98.3% to 99.0% by 2022-
98.3% to 99.0% by 2022-2
98.3% to 99.0% by 2022-23.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve	Targeted interventions	Identify at-risk students and	8/10/2022-5/19/2023	Principal, assistant principals,	None required
the graduation rate goal	for at-risk students in an	meet with those students on a		school counselors, drop-out	
from 98.3% to 99.0% by	effort to monitor	regular basis to monitor progress		prevention coordinator, DPP	
2022-23.	attendance, grades, and	towards graduation.			
	progress towards	Students will be educated on	8/10/2022-5/19/2023	Principal, assistant principals,	None required
	graduation.	each pathway. They will receive		counselors, drop-out prevention	
	Career pathway choice	information during the		coordinator, DPP	
**	and guidance/monitoring	scheduling process as to which		2 2 2	
	with students to ensure	courses fulfill each pathway.			
	completion of pathways.	Students will be monitored on			
		progress toward completion of			
		pathway.			

8: Other (Optional)

Goal 8 (State your separate goal.):	goal.):				
Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
Objective 1			o access		
Objective 2					

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:

achievement for underperforming subgroups? Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student

Response:

## Identification of Critical Resources Inequities:

contribute to underperformance, and how identified resource inequities will be addressed 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

Response:

# Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

causes of underperformance 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

Response:

# Targeted Subgroups and Evidence-Based Interventions:

will we monitor the evidence-based practice to ensure it is implemented with fidelity? 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 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

Response:

pieces of evidence Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional

### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the 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 resource available on KDE's Evidence-based Practices website. review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" 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 CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive

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 aProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	X

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval. adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

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:	Identification of Critical Resources Inequities:		Response:	Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process	Turnaround Team:
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The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. 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 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 CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive

evidence. 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

		teaching strategies.  Hattie York,	
		Hattle, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Evidence Citation
		N	Uploaded in eProve