MCES

By Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - ○ State Assessment Results in reading and mathematics
  - ○ State Assessment Results in science, social studies and writing
  - ○ Achievement Gap
  - ○ English Learner Progress
  - ○ Quality of School Climate and Safety

- The required goals for high schools include the following:
  - ○ State Assessment Results in reading and mathematics
  - ○ State Assessment Results in science, social studies and writing
  - ○ Achievement Gap
  - ○ English Learner Progress

- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.).	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 or qualitative 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.

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%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Spring 2023, each grade level will have at least 65% of students scoring Proficient/ Distinguished on the end of year iReady diagnostic assessment in Reading.	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	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 used during instruction.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
	Teachers will create high quality Formative and Summative Assessments	In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments	Assessment 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
	that are aligned to standards and produce accurate data.	Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments. and make adjustments if necessary.	Weekly PLC reports submitted to the instructional team.	NA
Objective 2 Spring 2023, each grade level (K-2) will have less than 20% of students scoring novice on the end of the year iReady diagnostic assessment in Reading.	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	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.	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
	The Gradual Release of Responsibility Model will be used during instruction.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students.			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice			
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	
		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
Objective 3 Spring 2023, each grade level (K-2) will have at least 65% of students scoring proficient/distinguished on the end of year iReady diagnostic screener in Math.	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	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.			

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
	The Gradual Release of Responsibility Model will be used during instruction.	Formative assessment data will be monitored and discussed weekly in PLCs.		Walkthrough Data	
		I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.		
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	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 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
	Teachers will use evidence-based practices when delivering math instruction.	Teachers and students will use concrete and semi-concrete representations during math instructions.	Students will be able to show and verbally express math concepts.	Formative and Summative Assessment data	NA
Objective 4 Spring 2023, each grade level will have less than 20% of students scoring novice on the end of	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA

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
the year iReady diagnostic assessment in Math.		Formative assessment data will be monitored and discussed weekly in PLCs.			
	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 used during instruction.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	
		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 and produce accurate data.	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

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 evidence-based practices when delivering math instruction.	Teachers and students will use concrete and semi-concrete representations during math instructions.	Students will be able to show and verbally express math concepts.	Formative and Summative Assessment data	

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

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 4 In social studies, the percentage of students scoring novice will reduce by 5%		Students will discuss and write about social studies topics.			
Objective 5 In writing the percentage of students scoring at proficiency or above will increase by 5%.	Students will receive explicit writing instruction through the Gradual Release of Responsibility Model.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Writing Samples from all content areas	Comparing student writing Samples throughout the year Teacher Observation Rubric Data	NA
Objective 6 In writing, the percentage of students scoring novice will reduce by 5%.	Students will write in all content areas for a variety of purposes.	Students will respond to writing in reading, math, science, and social studies.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **MCES will reduce the gaps between the whole group population and our disability subgroup by 10% in Reading and Math based on the end of the year iReady data.**	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	Learning targets are student friendly and clearly communicated to students.	Teachers will clearly communicate the learning target before, during, and after the lesson.			
	The Gradual Release of Responsibility Model will be used during instruction.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	In PLCs teachers will create assessments that are aligned to standards. These assessments will be given to all students without modifications.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	
	Evidence based practices/Curriculum will be used to deliver Specially Designed Instruction to students with IEPs.	Special Education Teachers will use evidence based curriculum/practices when delivering Specially Designed Instruction	Progress Monitoring Tools	Progress Monitoring Data	Title 1
Objective 2 **All students will make growth. 80% of the student population will make at least a year's growth according to the end of the year iReady data in Reading and Math.**	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will clearly communicate the learning target before, during, and after the lesson.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	The Gradual Release of Responsibility Model will be used during instruction. Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Each grade level will have at least 65% of students scoring proficient/distinguished on the end of year iReady diagnostic assessment in Reading and Math.	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	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
		Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
		Teachers will clearly communicate the learning target before, during, and after the lesson.	Students understand what they need to know in order to be successful at the end of each lesson.		
	The Gradual Release of Responsibility Model will be used during instruction. Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Walkthrough Data	NA	
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessment data.	Weekly PLC reports submitted to the instructional team.	NA

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 by 15%, and increase the percentage of English Language Learners scoring proficient/distinguished by 10%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **All ELL students will make growth in Reading and Math based on the end of year iReady data.**	Evidence based strategies will be used for instruction with ELL students.	When new content is introduced students will be taught small sets of academic vocabulary in small group or one on one over several days.	Formative and Summative Assessments. Writing Samples	Assessment Data	NA
		Writing assignments will be done with opportunities for students to work and talk through the assignment, in small groups or pairs.			
		Small group instruction will be provided for each content area.			
Objective 2 **Less than 10% of ELL students will score Novice in Reading and Math based on the end of the year iReady data.**					

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

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

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

Response:

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:

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 CSIP. Council will also determine if more funds are needed and adjust the budget if necessary.

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

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

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:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

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 assessments, as well as, anecdotal records to monitor progress.

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 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.

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 teach foundational skills to support reading understanding.	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.	x
Instruction during intervention will be explicit and systematic.	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) 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	x

MCIS

Comprehensive School Improvement Plan (CSIP)

Rationale

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Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o 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 Reduce novice 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.	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

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 2 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.	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

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

Goal 2 (State your science, social studies, and writing goal.): Science and Social Studies proficiency will increase to 60% in 3-5 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 KSA test scores show 35% proficiency in science by spring of 2023.	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 cooperative learning and project based learning opportunities that are differentiated for learners' needs.	Lesson plans indicate intentional planning of cooperative learning and/or project based learning activities.	Classroom observation provides evidence of cooperative learning and/or project based learning activities.	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

Goal 2 (State your science, social studies, and writing goal.): Science and Social Studies proficiency will increase to 60% in 3-5 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 KSA test scores show 35% proficiency in social studies by spring of 2023.	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 cooperative learning and project based learning opportunities that are differentiated for learners' needs.	Lesson plans indicate intentional planning of cooperative learning and/or project based learning activities.	Classroom observation provides evidence of cooperative learning and/or project based learning activities.	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

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase proficiency in economically disadvantaged students to 50% in reading and math on KSA in spring of 2023.	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 cooperative learning and project based learning opportunities that are differentiated for learners' needs.	Lesson plans indicate intentional planning of cooperative learning and/or project based learning activities.	Classroom observation provides evidence of cooperative learning and/or project based learning activities.	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

4: English Learner Progress

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce novice 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.	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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 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.	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 school, we would like to reach Lighthouse status by 2025.

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

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
- 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:
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:
- 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
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
- 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 evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:
- 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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

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.	☒
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	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.	☒
Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) 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/.	☒
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KmS

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.).	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 or qualitative 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.

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 50% of all students will be at least proficient in math. Objective 2 By May 2022, 50% of students will be at least proficient in reading.	KCWP 1: Design and Deploy Standards	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Dates on calendar and alignment PLCs scheduled.	Council will receive report in spring from principal.	Title 1, Section 6
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Walkthrough data, PLC agendas and minutes	Council will receive report in spring from principal.	Title 1, Section 6
	KCWP2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	Walkthrough data, PLC agendas and minutes	Council will receive report in spring from principal.	Title 1, Section 6
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough data, PLC agendas and minutes Teacher PGPs	Council will receive report in spring from principal.	Title 1, Section 6
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap	Walkthrough data, Planning Protocols, PLC agendas and minutes	Council will receive report in spring from principal	Title 1, Section 6

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.

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

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

Goal 2 By May 2023, KMS will increase its Separate Academic 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.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.	Council will receive report in spring from principal.	Title 1, section 6
		Formative and summative assessments are used to drive instruction based on student needs of content mastery.	Continued use of PLC time and PD getting familiar with Amplify Science.		
		Continued use of 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.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.	Council will receive report in spring from principal.	Title 1, section 6
		Greater use of PBL Activities. Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.			
May 2023, KMS will increase writing scores to 70.					

Goal 2 By May 2023, KMS will increase its Separate Academic Indicator to 60.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Formative and summative assessments are used to drive instruction based on student needs of content mastery.			
	KCWP2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.	Council will receive report in spring from principal.	Title 1, Section 6
		Learning targets along with goal setting posted and discussed throughout lessons and units to ensure students understanding of learning expectations.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To reduce Special Education students' novice scores to under 40% in reading and math by May 2023.	KCWP 1: Design and Deploy Standards	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Walkthrough data, Planning Protocols, PLC agendas and minutes	Council will receive report in spring from principal.	Title 1/Section 6
		Ensure congruency is present between standards, learning targets, and assessment measures.	Walkthrough data, Planning Protocols, PLC agendas and minutes	Council will receive report in spring from principal.	Title 1/Section 6
	KCWP2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough data, PLC agendas and minutes Teacher PGPs	Council will receive report in spring from principal.	Title 1/Section 6
Objective 2 To increase proficiency in economically challenged students to 50% in reading and math to May 2023.		Follow-up to our summer 2022 co-teaching KASC training for staff ongoing and in the summer of 2023.	Greater proficiency for on grade level assignments and KSA scores.	District and school personnel monitoring through school visits, and walkthrough data. Council will receive a report in the spring from the principal.	Title 1/Section 6
		Name/Claim by our special education staff.			
		Ongoing focus on Kagan Cooperative engagement activities (summer 2022) and follow-up trainings throughout the year.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap	Walkthrough data, Planning Protocols, PLC agendas and minutes	Council will receive report in spring from principal.	Title 1/Section 6

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					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To increase our quality of school climate and safety score to 80 by May 2023.

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

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

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

8: Other (Optional)

Goal 8 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
- 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:
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:
- 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

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

- 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 evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

- 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

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 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.

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Evidence-based Activity	Evidence Citation	Uploaded in eProve
Improve math interventions.	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) 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	X
Continued focus on collaboration with professionals and families and co-teaching at KMS.	McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR	X
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive 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 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 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 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 adequately channeled towards school improvement (703 KAR 5:280). Each of 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 before it is submitted to the Commissioner of Education for final approval.

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

Turnaround Team:
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 **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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

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Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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) <u>Key Core Work Processes</u> or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	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 or qualitative 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 measures of input 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 1, 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.

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 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

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 11th grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11th 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 46% to 30% in 11th grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11th grade Social Studies scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Science and Social Studies.	All 9th-11th 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

in writing from 63.8% to 68% as defined by the On-Demand writing assessment in 2022-23.	the writing scores from the On-Demand writing assessment.	to analyze results of common assessments, identify struggling students, and plan for future instruction.	
		Teachers will continue to implement the MCSHS writing plan that provides for writing prompts across the core content areas with specific types of writing (argumentative, on-demand, etc.).	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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 9th-11th 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	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	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required

work on these modules in Titan Time.

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 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.	Teachers will continue with laser focused specific efforts in order to reduce Novice scores in all content areas.	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

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To improve the quality of school climate and safety goal from 61.6 to 68.

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

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.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, school counselors	None required
		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 disaggregate data to continue to guide instructional practices. Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within daily instruction.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	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

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

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): To improve the graduation rate goal from 98.3% to 99.0% by 2022-23.

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

8: Other (Optional)

Goal 8 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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:

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

Response:

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:

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

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

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 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.

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

Turnaround Team:
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
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

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