Comprehensive School Improvement Plan (CSIP) 2022 23

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

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 2032, NMS will increase the reading percentage of proficient/distinguished students from 45% to 79.9%, and will increase the math percentage of proficient/distinguished students from 43% to 76.9% as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 For the 2022-23 school year, NMS will increase the reading percentage of proficient/distinguished students from 45% to 50% as measured by the KSA state assessment.	KCWP 4: Review, Analyze and Apply Data	July DuFour PLC/RTI Implementation Professional Development with Jack Baldermann for principals, instructional coach and special education building coach. PLC rubric created and introduced to faculty.			District ESSER funds
	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction.			Title I funding for portion of Instructional Coach salary
	KCWP 4: Review, Analyze and Apply Data	Students who fall beneath the 35th percentile (according to MAP data) and who do not have special education reading goals participate in our RTI program (ELA/Reading Intervention) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.			Title I funding for one NMS teacher. Two teachers from district staff allocations teach full time intervention classes.

	KCWP 2: Design and Deliver Instruction	PowerUp for Tier 2 & 3 ELA/Reading Intervention classes. Students in classes will be using the program to increase their reading fluency and comprehension. This program will provide a rapid assessment to provide a scripted program/intervention for each student.			ESSER funding of $17,575 for PowerUp for two years—21/22 and 22/23
	KCWP 2: Design and Deliver Instruction	iXL Reading/grammar assistance used for Tier 1 in ELA classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	STAR reading data for all students will be analyzed to impact instruction. Tier 2 students will take Star assessment every 9 weeks. Tier 3 students will take the STAR reading test every two weeks.			Title I funding of $10,595.52 for Renaissance/STAR Reading/Accelerated Reader for one year

		Tier 1—students will earn Accelerated Reading points from reading books and passing AR tests			
	KCWP 2: Design and Deliver Instruction Cognitive engagement, not passive or simply active KCWP 3: Design and Deliver Assessment Literacy	Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessment & review. Brainpop - standards-aligned topics to build background and deepen learning across the curriculum Nearpod – real time insights into student understanding through interactive lessons, interactive videos, gamification and activities to increase engagement and use for formative assessment			GImKit: Title 1 funding $1,000.00 for one year Nearpod District funded
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			

	KCWP 3: Design and Deliver Assessment Literacy	NMS Grading Guidelines promote moving from a grading culture to a learning culture.			
	KCWP 1: Design and Deploy Standards	Vertical curriculum work, Writing PD Summer PD Curriculum alignment Vertical realignment Winter 2023			District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data.			$16,000 District funding for ESS
	KCWP 3: Design and Deliver Assessment Literacy	Content teachers will utilize the District Common Assessment (DCA) modeled on the KSA format. (Note: will use these for in-person learning)			
	KCWP 2: Design and Deliver Instruction	Use Flocabulary to Introduce and reinforce Tier 2 and Tier 3 vocabulary words across the curriculum in ELA classes			Title I funding of Flocabulary for $3,125.00 for one year
	KCWP 2: Design and Deliver Instruction	Use EdPuzzle to incorporate video and increase student engagement with standards-aligned lessons			SBDM funding of EdPuzzle for $1950 for one year
	KCWP 5: Design, Align and Deliver Support Processes	Use Destiny Follett to share print and digital library online resources with students			Title I funding of Destiny Follett for $1,461.27 for one year

Objective 2	KCWP 4: Review, Analyze and Apply Data	July DuFour PLC/RTI Implementation Professional Development with Jack Baldermann for principals, instructional coach and special education building coach. PLC rubric created and introduced to faculty.			District ESSER funds
For the 2022-23 school year, NMS will increase the math percentage of proficient/distinguished students from 43% to 48% as measured by the KSA state assessment.					
	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction.			Title I funding for portion of Instructional Coach salary
	KCWP 1: Design and Deploy Stangoards	Math in Focus curriculum implemented, includes online resources, textbooks and workbooks Additional curriculum alignment conducted during summer 2022 to align Math in Focus with standards and HCS middle school curriculum and pacing guides.			

	KCWP 4: Review, Analyze and Apply Data	Students who fall beneath the 35th percentile (according to MAP data) and who do not have special education math goals participate in our RTI program (math Intervention) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.			Title I funding for one NMS teacher. Two teachers from district staff allocations teach full time intervention classes.
	KCWP 2: Design and Deliver Instruction	Ascend math online program for Tier2 2 & 3 Math classes. Students who are in the 60th percentile and below will be targeted to increase their math comprehension.			Title I funding of $2930 for Ascend Math for one year
	KCWP 2: Design and Deliver Instruction	iXL assistance used for Tier 1 in Math classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
	KCWP 3: Design and Deliver Assessment Literacy	AIMSWEB data for all students will be analyzed to impact instruction. Tier 2 students will take AIMSWEB assessment every 9 weeks.			

	KCWP 4: Review, Analyze and Apply Data	Tier 3 students will take the AIMSWEB reading test every two weeks.			
	KCWP 2: Design and Deliver Instruction Cognitive engagement, not passive or simply active KCWP 3: Design and Deliver Assessment Literacy	Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessment & review. Brainpop - standards-aligned topics to build background and deepen learning across the curriculum Nearpod – real time insights into student understanding through interactive lessons, interactive videos, gamification and activities to increase engagement and use for formative assessment			GImKit: Title 1 funding $1,000.00 for one year Nearpod District funded
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			

	KCWP 3: Design and Deliver Assessment Literacy	NMS Grading Guidelines promote moving from a grading culture to a learning culture.			
	KCWP 1: Design and Deploy Standards	Vertical curriculum work Summer PD Curriculum alignment Vertical realignment Winter 2023			
	KCWP 5: Design, Align and Deliver Support Processes	After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data.			$16,000 District funding for ESS
	KCWP 3: Design and Deliver Assessment Literacy	Content teachers will utilize the District Common Assessment (DCA) modeled on the KSA format. (Note: will use these for in-person learning)			
	KCWP 2: Design and Deliver Instruction	Use EdPuzzle to incorporate video and increase student engagement with standards-aligned lessons			SBDM funding of EdPuzzle for $1950 for one year

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 For the 2022-23 school year, NMS will increase the science percentage of proficient/distinguished students from 25% to 29% as measured by the KSA state assessment.	KCWP 4: Review, Analyze and Apply Data	July DuFour PLC/RTI Implementation Professional Development with Jack Baldermann for principals, instructional coach and special education building coach. PLC rubric created and introduced to faculty.			District ESSER funds
	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction.			Title I funding for portion of Instructional Coach salary
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Use standards-aligned lessons and assessments in classrooms for Tier 1 interventions.			Title I funding of $4,009.28 for Study Island for one year

| Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment. |||||||

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	iXL assistance used for Tier 1 in Science classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessment & review. Brainpop - standards-aligned topics to build background and deepen learning across the curriculum Nearpod – real time insights into student understanding through			GImKit: Title 1 funding $1,000.00 for one year Nearpod District funded

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		interactive lessons, interactive videos, gamification and activities to increase engagement and use for formative assessment			
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	NMS Grading Guidelines promote moving from a grading culture to a learning culture.			
	KCWP 1: Design and Deploy Standards	Vertical curriculum work Summer PD Curriculum alignment Vertical realignment Winter 2023			
	KCWP 5: Design, Align and Deliver Support Processes	After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data.			$16,000 District funding for ESS

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Content teachers will utilize the District Common Assessment (DCA) modeled on the KSA format. (Note: will use these for in-person learning)			
	KCWP 2: Design and Deliver Instruction	Use EdPuzzle to incorporate video and increase student engagement with standards-aligned lessons			SBDM funding of EdPuzzle for $1950 for one year
	KCWP 5: Design, Align and Deliver Support Processes	Science teachers attending PIMSER training.			$6,250 registration and $1,000 travel costs funded by SBDM.

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 For the 2022-23 school year, NMS will increase the social studies percentage of proficient/distinguished students from 34% to 38% as measured by the KSA state assessment.	KCWP 4: Review, Analyze and Apply Data	July DuFour PLC/RTI Implementation Professional Development with Jack Baldermann for principals, instructional coach and special education building coach. PLC rubric created and introduced to faculty.			District ESSER funds
	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction.			Title I funding for portion of Instructional Coach salary
	KCWP 1: Design and Deploy Standards	New Social Studies curriculum implemented, includes Active Classroom online resources and textbooks SAAVAS PD conducted during summer 2022. Teachers attended follow up PD in the winter of 2022.			SBDM funding of $2970 for Active Classroom for one year District funded PD

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	iXL assistance used for Tier 1 in Social Studies classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessment & review. Brainpop - standards-aligned topics to build background and deepen learning across the curriculum Nearpod – real time insights into student understanding through			GImKit: Title 1 funding $1,000.00 for one year Nearpod District funded

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		interactive lessons, interactive videos, gamification and activities to increase engagement and use for formative assessment			
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	NMS Grading Guidelines promote moving from a grading culture to a learning culture.			
	KCWP 1: Design and Deploy Standards	Vertical curriculum work			
	KCWP 5: Design, Align and Deliver Support Processes	After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data.			$16,000 District funding for ESS

Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Content teachers will utilize the District Common Assessment (DCA) modeled on the KSA format. (Note: will use these for in-person learning)			
	KCWP 2: Design and Deliver Instruction	Use EdPuzzle to incorporate video and increase student engagement with standards-aligned lessons			SBDM funding of EdPuzzle for $1950 for one year
Objective #3: For the 2022-23 school year, NMS will increase the writing percentage of proficient/distinguished students from 27% to 28% as	KCWP 2: Design and Deliver Instruction	ELA Department created writing plan with a focus on Argumentative writing. ELA classrooms at each grade level teach students skills, building upon the prior year. Continue using Step Up to Writing program.			Step up to Writing PD and materials purchased in 2021 with SBDM funds

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Goal 2 (State your science, social studies, and writing goal.): By 2026, NMS will increase the Science percentage of proficient/distinguished from 25% to 63.2%, increase the Social Studies percentage of proficient/distinguished from 34% to 72.8%, and increase the Writing percentage of proficient/distinguished from 27% to 58.9%, as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by the KSA state assessment.	KCWP 2: Design and Deliver Instruction	iXL Writing assistance used for Tier 1 in ELA classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
		Use Flocabulary to build students' basic writing skills.			Title I funding of Flocabulary for $3,125.00 for one year

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 For 2023, the African American gap group will increase the Reading percentage of proficient/distinguished from 29% to 34% as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Gap students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction, with targeted gap students being a focus.			Title I funding for portion of Instructional Coach salary
	KCWP 4: Review, Analyze and Apply Data	Students who fall beneath the 35th percentile (according to MAP data) and who do not have special education reading goals participate in our RTI program (ELA/Reading Intervention) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.			Title I funding for one NMS teacher. Two teachers from district staff allocations teach full time intervention classes.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	PowerUp for Tier2 2 & 3 ELA/Reading classes. Students who are in the 60th percentile and below will be targeted to increase their reading fluency and comprehension. This program will provide a rapid assessment to provide a scripted program/intervention for each student.			ESSER funding of $17,575 for PowerUp for two years—21/22 and 22/23
	KCWP 2: Design and Deliver Instruction	iXL Reading/grammar assistance used for Tier 1 in ELA classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 For 2023, the African American gap group will increase the Math percentage of proficient/distinguished from 15% to 20%, as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Gap students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction, with targeted gap students being a focus.			Title I funding for portion of Instructional Coach salary

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Students who fall beneath the 35th percentile (according to MAP data) and who do not have special education math goals participate in our RTI program (math Intervention) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.			Title I funding for one NMS teacher. Two teachers from district staff allocations teach full time intervention classes.
	KCWP 2: Design and Deliver Instruction	Ascend math online program for Tier2 2 & 3 Math classes. Students who are in the 60th percentile and below will be targeted to increase their math comprehension.			Title I funding of $2930 for Ascend Math for one year

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	iXL Reading/grammar assistance used for Tier 1 in ELA classrooms Real-time diagnostic and personalized guidance help students know exactly what to do to help them improve, fill knowledge gaps and learn from where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to help make effective instructional decisions.			ESSER funding of $29,331 for iXL for two years—21/22 and 22/23
	KCWP 4: Review, Analyze and Apply Data	Teachers use GoFormative to assess students, and track student progress on content standards. PLCs meet to analyze data and plan reteaching.			GoFormative District ESSER funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support Processes	Semi Monthly Academic RTI meeting Monthly Department Head/Instruction Committee meeting Weekly Administrative Leadership Team meeting 2X month Behavior RTI meeting			
Objective 3 For 2023, the Students with Disabilities gap group will increase the Reading percentage of proficient/distinguished from 7% to 12% as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Gap students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction, with targeted gap students being a focus.			
	KCWP 2: Design and Deliver Instruction	All students with disabilities in co teach classes, no resource classrooms. Targeted students may be pulled during second half of math class for individual or small group intervention.			
	KCWP 4: Review, Analyze and Apply Data	SPED monthly PLC meetings with Building Coach			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support Processes	School Psych part of the Academic RTI team. Academic RTI meeting 2X per month. Problem solving conducted during meetings for Tier 3 students.			
Objective 4 For 2023, the Students with Disabilities gap group will increase the Math percentage of proficient/distinguished to 19.6 % as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Built new RTI Tier 2 schedule with embedded PLC. Gap students will be identified and pulled into an intervention period once a week for each content area where they will work on skills with content/grade level teacher. PLC will also meet once a week to plan together, and meet with instructional coach for collaborative data analysis to drive instruction, with targeted gap students being a focus.			
	KCWP 2: Design and Deliver Instruction	All students with disabilities in co teach classes, no resource classrooms. Targeted students may be pulled during second half of math class for individual or small group intervention.			
	KCWP 4: Review, Analyze and Apply Data	SPED monthly PLC meetings with Building Coach			
	KCWP 5: Design, Align and Deliver Support Processes	School Psych part of the Academic RTI team. Academic RTI meeting 2X per month. Problem solving conducted during meetings for Tier 3 students.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2032, English Learner group will increase the reading percentage of proficient/distinguished students from % to %, and will increase the math percentage of proficient/distinguished students from % to % as measured by the KSA state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1		EL teacher/EL class			
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): For the 2022-23 School year NMS will increase the percentage of students that "respect each other's differences" from 29% to 50%. We will do this by continuing to implement Capturing Kids Hearts with Fidelity. We will show this with the results of the Quality of School Climate and Safety Survey taken in May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 For the 2022-23 School year NMS will increase the percentage of students that "respect each other's differences" from 29% to 35%. We will do this by continuing to implement Capturing Kids Hearts with Fidelity. We will show this with the results of the Quality of School Climate and Safety Survey taken in May 2023.	KCWP 5: Design, Align and Deliver Support Processes	PBIS Tier 1 monthly meetings to review strategies and results from implementation of PBIS schoolwide.			$20,000 funding from SBDM
		Tier 3 Behavior RTI meetings twice a month to determine how to address students' behavior issues.			
		Staff trained on the new Capturing Kids' Hearts (CKH) program in August 2022. This program focuses on students' social-emotional wellbeing, relationship-driven campus culture, and student connectedness. In the fall of 2022, a lead team of teachers and administrators received additional training on ways to implement and reinforce the staff use of CKH, providing accountability for school wide use of CKH strategies.			

6: Postsecondary Readiness (high school only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your postsecondary goal.):					
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:** Henderson County Schools has a very strong culture of school improvement and academic achievement. Prior to the 2021-22 and 2022-23 school years, the district invested in a leadership conference with Solution Tree for DuFour PLC/RTI Implementation. NMS principals, instructional coach and special education building coach attended along with other district leaders to plan for implementation of PLCs that work, and RTI intervention to determine how to address student deficits in learning. Both the PLC and RTI platforms provide our school with the methodology for targeting our underachieving students, particularly those in our TSI gap groups—African American students and Students with Disabilities. A new initiative implemented for this school year is Capturing Kids' Hearts. This program focuses on students' social-emotional wellbeing, relationship-driven campus culture, and student connectedness. We have to first connect with students, particularly those who are struggling, before we can help them achieve academically. In addition, PBIS (Positive Behavior Intervention Systems) continues to be a key component for NMS, including school-wide expectations, regular data analysis, problem solving and behavior interventions as needed.

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:** NMS has several groups that meet to determine what additional resources are needed to provide improvements to overcome barriers to success. Weekly PLC meetings and grade level team meetings are the foundational groups that discuss specific issues, possible solutions for curriculum and for struggling students. The school leadership team, consisting of the principals, instructional coach, special education building coach, school counselors, media center specialist, youth service center meets weekly. Grade level teams meet weekly, while Team Leader meetings are held monthly for school leadership to gather input and ideas from each grade level's Team Leaders. Vertical Department meetings are held monthly to allow each department to collaboratively plan and address content specific obstacles. Academic RTI and Behavior RTI groups meet twice a month to discuss individual Tier 2 and Tier 3 students who are struggling academically or behaviorally. PBIS Tier 1 meets once a month to work on system-wide obstacles and initiatives regarding student behaviors and motivational strategies. School-wide faculty meetings are held three times per month, to communicate solutions and plans that these varied groups have put together. The SBDM council meets each month to review school plans, budgets, expenditures and initiatives to determine what additional resources are needed. In addition to the various teams, NMS has a dedicated Special Education Building Coach, who works with the special education teachers and students to help increase success for students with disabilities. The coach holds monthly PLC meetings for her teachers, in addition to the content area PLCs these teachers attend. New for the 22-23 school year, NMS has eliminated all

resource classes, instead offering all co teach classes in English Language Arts and Math. Because both ELA and Math are double blocked, this allows one of the co teach teachers to pull a small number or various struggling students for additional more intensive intervention in the second half of the class. To better address deficits with our African American gap group, NMS has filled our Middle School Omsbudsman position with an African American NMS teacher. This position addresses and advocates to address resource discrepancies. Also, we have a new African American parent on our SBDM council to gain an additional perspective from a parent.

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:
School Culture survey was reviewed, and NMS staff was trained on Capturing Kids' Hearts (CKH) program in August 2022. This program focuses on students' social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

In the fall of 2022, a lead team of teachers and administrators received additional training on ways to implement and reinforce the staff use of CKH, providing accountability for school wide use of CKH strategies.

In addition, PBIS (Positive Behavior Intervention Systems) is a key component for NMS, including school-wide expectations, regular data analysis, problem solving and behavior interventions as needed.

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: See the table below for information about the two intervention programs we will use, both of which are evidence based practices. We will use the aforementioned groups to monitor that these are used with fidelity, and classroom assessments, along with assessments used in RTI classes, and MAP tests will confirm the success of these programs.

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.	☒
Lexia© PowerUp Literacy program used for Tier 3 interventions in reading.	Hurwitz, Lisa B., & Marcaruso, Paul (2021). Supporting struggling middle school readers: Impact of the Lexia© PowerUp Literacy program. *Journal of Applied Developmental Psychology*, 77 (November-December). https://www.sciencedirect.com/science/article/pii/S0193397321000927	☒
iXL Math intervention program used for Tier 1 interventions in math.	Bozhidar M. Bashkov, Ph.D, (2021). *Assessing the Impact of IXL Math over Three Years: A Quasi-Experimental Study.* ESSA Research Report. https://www.researchgate.net/publication/356069034_Assessing_the_Impact_of_IXL_Math_over_Three _Years_A_Quasi-Experimental_Study	☒
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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.

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.

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