

## 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , 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.): South Middle School will increase the percentage of students scoring proficient or above on state assessments (reading and math) by 2026 as follows: Increase overall reading % proficient and distinguished from 57% to 76.8% Increase overall math % proficient and distinguished from 60% to 78.9%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SMS will increase the overall <b>reading</b> % proficient or above from 57% to 72.7% by 5/20/23 as measured by state assessments.	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with Kentucky Academic Standards (KAS) that emphasizes critical and higher order thinking, reading strategies in the content areas, and academic vocabulary in instructional practice.	Planning and instruction aligned with KAS. Increase in use of strategies as evidenced in observations.	Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
		Continue Formative Classroom Walkthroughs with focus on authentic learning targets.	Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations.	Bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
	KCWP 2: Design and Deliver Instruction	Summer Reading Program: A school-wide summer reading program will begin in May with reading assignment of selected novel. Students will take a comprehension test over the book and those who pass with 82% accuracy or higher will receive a reward. Media center is open on select days in the summer for students to read and take AR tests.	90% of students will complete the summer reading project with 80% passing the comprehension test with 82% accuracy.	May 15 August 30 Library Media Specialist, ELA teachers, Instructional Coach, Assistant Principal, Principal	No funding required

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students who attend summer enrichment programs can also sign up for the Summer Reading Club.			
		Accelerated Reading: Teachers, with student input, will set individual goals for students each marking period	Increase % of students meeting their goals/proficiency ratings each 9 weeks.	Each mid-term and nine-week checkpoint. Library/Media Specialist Content/RTI Teacher, Instructional Coach, Asst. Principal, Principal	\$6,262.50 SBDM Funds School-wide
		Vocabulary Instruction: Vocabulary instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers.	Monitored through inclusion in unit plans, walkthroughs, classroom observations, and meeting minutes	Content teachers, Instructional Coach, Assistant Principal, Principal	No funding required
		Short Answer/Extended Response Practice: Teachers will model short answer and extended response questions using a common strategy. CER-Claim, Evidence, Reasoning	Monitored through lesson plans, observations, and/or students' work.	Monthly Content teachers, Instructional Coach, Assistant Principal, Principal	No funding required
		Informational Reading: Scope, Big Universe, and on-line informational reading used by teachers and students to meet informational reading standards, science standards, and social studies standards.	Monitored through lesson plans/observations.	Monthly Content teachers, Instructional Coach, Assistant Principal, Principal	\$3000 Title 1 School-wide (Big Universe)  \$3000 Title 1 school-wide (scope)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Literacy Night: Teachers and Staff will host a family literacy night for SMS families and community members to promote literacy.	30% of families will be represented at Literacy Night	Feb. 9, 2023 Instructional Coach, Teachers, Assistant Principal, Principal	\$3000 Title 1 School-wide
		Teachers will utilize and model research based literacy strategies (Step-Up to Writing, Smekens Literacy Strategies, and/or Text Annotation strategies) with all students.	Monitored through lesson plans/observations	Monthly Content teachers, Smekens trained teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Higher order thinking skills: Teachers will integrate daily essential questions into their lesson plan and include those questions in instruction at appropriate points.	Increased use of higher order thinking questions. Monitored through lesson plans/observations	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	KCWP 3: Design and Deliver Assessment Literacy	Continued monitoring of research based supplemental reading and intervention materials. ( AR, Reading Plus, PowerUp )	Programs used with fidelity. Monitored through data teams/school-wide reports/Academic RTI	Monitored monthly (minimum) Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal, Principal, Reading Interventionists	No funding required
		Reading Plus Assessment administered 3 times per year	Monitored through ELA dept. growth reports from the program	Reading Plus Assessment August 2022 and January and May 2023	Part of Reading Plus Program

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MAP will be administered 3 times per year	Monitored through data teams	MAP August 2022, January 2022 April 2023 Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal	No funding required (District funds this)
		Common Formative and Common Summative Assessments administered as outlined in unit plans for each grade level.	Monitored through data teams and lesson plans	Per unit plans Content teachers, Instructional Coach, SPED Bldg. Coach, Assistant Principal	No funding required
	KCWP 4: Review, Analyze, and Apply Data	Analysis of Student Work: Teachers will use Go Formative and data teams sheets to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of Kentucky Academic Standards (KAS) and next steps for instructions. MAP data analyzed for placement, goal setting, and next steps for instruction.	Monitored through data teams and lesson plans	After each CFA, CSA, and After each MAP administration, Data teams, Instructional Coach, Media Specialist, Interventionists, SPED Bldg. Coach, Asst. Principal, & Principal	District Funding
	KCWP 5: Design, Align, and Deliver Support	Bulldog walk-throughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs.	Increased use of effective instructional practices. 100% of teachers will participate in walkthroughs as an observer and observee.	Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required

Goal 1 (State your reading and math goal.): South Middle School will increase the percentage of students scoring proficient or above on state assessments (reading and math) by 2026 as follows: Increase overall reading % proficient and distinguished from 57% to 76.8% Increase overall math % proficient and distinguished from 60% to 78.9%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Accelerated Reader program, PowerUp, and Reading Plus will be used to supplement and support reading instruction as part of ELA curriculum	Increase in # of students meeting goals. AR: 100% of goal with 82% accuracy Reading Plus: Students will work toward individual expected end of year growth and Level up to the next grade level in the program.	Bi-quarterly (minimum) Teachers, Instructional Coach, Media Specialist, Interventionists, Asst. Principal, Principal	\$27,000 Reading Plus (3 yr) SBDM funds - purchased 6/22/20 for three years
Objective 2 SMS will increase the overall <b>math</b> % proficient or above from 60% to 75.2% by 5/20/23 as measured by state assessments	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with Kentucky Academic Standards (KAS) that emphasizes critical and higher order thinking, reading strategies in the content areas, and academic vocabulary in instructional practice.	Planning and instruction aligned with KAS. Increase in use of strategies as evidenced in observations.	Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
		Continue Formative Classroom Walkthroughs with focus on authentic learning targets.	Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations.	Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Math instruction: Continue two periods of math instructions per day (84 minutes) for students. One class is the instructional period; the second is for calendar math/spiral review to integrate skills students struggle with and/or review all prior skills and preview upcoming skills.	100% of students are scheduled for two periods of math daily.	Monitored through course schedules June 1 and Aug. 1, 2022 Principal/Asst. Principal Counselors, Math Dept. Chair Person	No funding required
		Higher order thinking skills: Teachers will integrate daily essential questions into their lesson plan and include those questions in instruction at appropriate points.	Increased use of higher order thinking questions. Monitored through lesson plans/observations	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Teachers will model short answer/extended response questions using common strategies CER- Claim, Evidence, Reasoning. CUBES will be used for real-world math problems.	Monitored through lesson plans, observations, and/or student work.	Monthly Content teachers, Instructional Coach, Principal, Asst. Principal	No funding required
		Vocabulary Instruction: Vocabulary instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers.	Monitored through inclusion in unit plans, walkthroughs, classroom observations, and meeting minutes.	Content teachers, Instructional Coach, Assistant Principal, Principal	No funding required

Goal 1 (State your reading and math goal.):

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Increase overall math % proficient and distinguished from 60% to 78.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Continue monitoring of research based supplemental math programs: IXL	Program will be used with fidelity. Monitored through inclusion in unit plans, walkthroughs, classroom observations, and/or meeting minutes.	Monitored monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
		MAP will be administered 3 times per year	Monitored through data teams	August 2022, January 2023, and April 2023 Teachers, Instructional Coach, Assistant Principal	District Funding
		Common formative and summative Assessments administered as outlined in unit plans for each grade level	Monitored through data teams	Per unit plans Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal	No funding required
	KCWP 4: Review, Analyze, and Apply Data	Analysis of Student Work: Teachers will use Go Formative and data teams sheet to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of Kentucky Academic Standards (KAS) and next steps for instructions. MAP data analyzed for placement, goal	Monitored through data teams and lesson plans	After each CFA, CSA, and MAP Data teams, Instructional Coach, Assistant Principal	District Funding (Repeated amount-see Goal 1 KCWP 4)

Goal 1 (State your reading and math goal.):

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Increase overall math % proficient and distinguished from 60% to 78.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		setting, and next steps for instruction.			
	KCWP 5: Design, Align, and Deliver Support	Embed professional learning of use of technology for teaching and learning and effective math strategies	Monitored through tech team meetings and dept. mtgs. Increased use of technology and effective math strategies in the classroom	Bi-weekly tech team and data team meetings; monthly dept. mtgs. Digital Literacy Coach Instructional Coach Teachers	No funding required
		Bulldog walk-throughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs.	Increased use of effective instructional practices. 100% of teachers will participate in walkthroughs as an observer and observee.	Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
		IXL will be used to supplement and support math instruction.	Increase in # of students meeting goals IXL: 80% smart score on assigned objectives with 20-25 questions answered.	Bi-quarterly (minimum) Teachers, Instructional Coach, Media Specialist, Asst. Principal, Principal	\$22,939 ESSER 3 School-wide (3 year subscription)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will engage in district led reflections on Math in Focus teaching and looking ahead to next units.	Teacher feedback.	Teacher feedback.	Substitute funding provided by Title 2

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

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SMS will increase the overall <b>social studies</b> % proficient or above from 48% to 76.2% by 5/20/22 as measured by state assessments	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with new standards that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice.	Planning and instruction will be aligned with KAS. Increase in use of named strategies as evidenced in observations.	Monthly Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Implement new writing strategies using CRE's and DBQ's	Meet or exceed district expectations for writing criteria and deadlines	Quarterly Teachers, Instructional Coach, Dept. Chair, Asst. Principal	No funding required
		Continue Formative Classroom Walkthroughs with focus on authentic learning targets.	Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations.	Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
	KCWP 2: Design and Deliver Instruction	Higher order thinking skills: Teachers will integrate daily essential questions into their lesson plan and include those questions in instruction at appropriate points.	Increased use of higher order thinking questions. Monitored through lesson plans/observations	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Vocabulary Instruction: Vocabulary instruction will be included in all	Increased use of content vocabulary by	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		units of instruction with best practices in vocabulary instruction shared among teachers.	students. Monitored through lesson plans and observations.		
	KCWP 3: Design and Deliver Assessment Literacy	Common formative and summative Assessments administered as outlined in unit plans for each grade level including DBQ's and CRE's	Monitored through data teams and lesson plans	Teachers, Instructional Coach, Asst. Principal	No funding required
	KCWP 4: Review, Analyze, and Apply Data	Analysis of Student Work: Teachers will use Go Formative and data teams sheets as well as rubrics for writing samples (CRE's) to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of Kentucky Academic Standards (KAS) and next steps for instructions.	Monitored through data teams and lesson plans	After each CFA and CSA Data teams, Instructional Coach, Assistant Principal	District Funding (Repeated amount; see Goal 1, Obj. 1, KCWP 4)
	KCWP 5: Design, Align, and Deliver Support	Bulldog walk-throughs (Rutherford style) will be completed in classrooms with opportunity for all teachers to participate in the walkthroughs.	100% of teachers will participate in walkthroughs as an observer and observee.	Monthly (minimum) Teachers, Instructional Coach, SPED Bldg Coach, Asst. Principal, Principal	No funding required
Objective 2 SMS will increase the overall <b>science</b> % proficient or above from 35% to 38.8% by	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with Next Generation Science Standards (NGSS) that emphasizes critical and	Planning and Instruction will be aligned with NGSS.	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
5/20/23 as measured by state assessments.		higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice.			
		Continue Formative Classroom Walkthroughs and process with all staff--focusing on authentic learning targets	Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations	Bi-monthly Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal, Principal	No funding required
	KCWP 2: Design and Deliver Instruction	NGSS Standards: Implement the use of probe questions, storyline based questions, and develop multiple-choice tests for each unit that will be given every two weeks. Tests and instruction will be aligned with Next Generation Science Standards, broken down into dimensions (SEP, CCC, and DC I), timed during performance, and data will be analyzed to determine student needs.	Increased use of NGSS standards in authentic lessons/assessment	Bi-monthly Teachers, Instructional Coach, Asst. Principal, Principal	No funding required

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Multiple Classroom Embedded Assessments will be included in each unit—Kessler Labs	Increased use of NGSS standards in authentic assessments	Per unit Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Teachers will incorporate Through Course Tasks (TCT's) Inquiry Labs when applicable.	Increased use of NGSS standards in authentic assessments	Bi-monthly Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Teachers will model CER strategy for students to use when responding to science probe questions.	Increased use of planning strategy by students	Monthly Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Higher order thinking skills: Teachers will integrate daily essential questions into their lesson plan and include those questions in instruction at appropriate points.	Increased use of higher order thinking questions. Monitored through lesson plans/observation	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Vocabulary Instruction: Vocabulary instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers.	Increased use of content vocabulary by students. Monitored through lesson plans and observations.	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Implement use of Study Island in grades 6, 7, 8 as a tool to review academic standards	Monitored through lesson plans and Study Island data	Teachers, Instructional Coach, Asst. Principal, Principal	\$3219.75 Title 1 Funds



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Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy				
		MAP will be administered 3 times this year for 6th and 7th grade students.	Monitored through data teams	MAP August 2022. January 2023, and April 2023	District Funding
	KCWP 4: Review, Analyze, and Apply Data	Monitor student progress on NGSS: Implement the use of probe questions and develop multiple-choice tests for each unit that will be given weekly. Tests will be aligned with NGSS, timed during performance, and data will be analyzed to determine student needs.	Improved instruction based on student needs. Monitored through plans, assessment data, observations	Science teachers Instructional Coach Asst. Principal	No funding required
		Analysis of Student Work: Teachers will use Go Formative and data team sheets to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of Kentucky Academic Standards and next steps for instructions.	Monitored through data teams and lesson plans	Science teachers Instructional Coach Asst. Principal, Principal	District Funding (Repeated amount--see Goal 1, KCWP 4)
	KCWP 5: Design, Align, and Deliver Support	Bulldog walk-throughs (Rutherford style) will be completed in 1 classrooms with opportunities for all teachers to participate in the walkthroughs.	Increased use of effective instructional practices. 100% of teachers will participate in	Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			walkthroughs as an observer and observee		
Objective 3 SMS will increase the overall <b>writing</b> % proficient or above from 69.3% to 74.5% by 5/20/2022 as measured by state assessments.	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, writing strategies, and academic vocabulary in instructional practice.	Planning and instruction will be aligned with KAS. Increase use of writing strategies as evidenced in observations and student work.	Monthly Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Continue Formative Classroom Walkthroughs and process with all staff--focusing on authentic learning targets	Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations	Bi-monthly Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal, Principal	No funding required
	KCWP 2: Design and Deliver Instruction	Content Writing: All teachers will utilize the school's writing plan to administer a variety of writing pieces	Monitored through Google Classroom/Drive	Teachers, Instructional Coach, Digital Learning Coach, Asst. Principal, Principal	No funding required
		Teachers will utilize and model researched based literacy/writing strategies (Step-Up to Writing, Smekens Literacy Strategies, and/or	Monitored through lesson plans, observations, and student work	Teachers, Instructional Coach, Asst. Principal, Principal Monthly	No funding required

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:</p> <p>Social Studies: Increase % Proficient or above from 48% to 79.8%</p> <p>Science: Increase % Proficient or above from 35% to 48%</p> <p>Writing: Increase % Proficient or above from 65% to 83.8%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Text Annotation strategies) with all students.		Teachers, Instructional, Asst. Principal, Principal	
		Teachers will model CER (Claim, Evidence, and Reasoning) Strategy for short answer and extended response questions.	Increased use of strategy by students. Monitored through lesson plans, observations, and student work	Teachers, Instructional Coach, Asst. Principal, Principal  Monthly Teachers, Instructional, Asst. Principal, Principal	No funding required
		Text Color-Coding: ELA teachers will focus on instructing/implementing a standard text coding format with all students using Step-Up-to-Writing as a guide.	Improved use of text to provide evidence in student writings.  Monitored through plans, observations, student work	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Model Work: ELA teachers will utilize a minimum of monthly practice of on-demand writing in grades 6-8 using a standard graphic organizer ((including argumentative claim and counter- claim (for 8th grade) in a timed setting and provide feedback to students regarding performance level, strengths, and areas for improvement. These practices are	Increased practice and improved performance in on-demand writing	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required

Goal 2 (State your science, social studies, and writing goal.):

South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:

Social Studies: Increase % Proficient or above from 48% to 79.8%

Science: Increase % Proficient or above from 35% to 48%

Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to include released items for student instructional practice and will include a rubric to allow students to reflect on performance and self assessment.			
		Vocabulary Instruction: Vocabulary instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers	Increased use of content vocabulary by students in their writings. Monitored through lesson plans, observations, and student work	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	KCWP 3: Design and Deliver Assessment Literacy	Students will complete a minimum of one timed writing each nine weeks in ELA classes.	Monitored through data teams	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	KCWP 4: Review, Analyze, and Apply Data	Analysis of Student Work: Teachers and students will use a common scoring rubric to analyze student performance on on-demand writings. Analysis of data will determine mastery of KAS and next steps for instruction.	Monitored through data teams	Per On-Demand Writing Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	KCWP 5: Design, Align, and Deliver Support	Bulldog walk-throughs (Rutherford style) will be completed in classrooms with opportunities for all	Increased use of effective instructional practices.	Monthly (minimum)	No funding required

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>South Middle School will improve the percentage of students scoring proficient or above in the separate academic areas of the state assessments by 2026 as follows:</p> <p>Social Studies: Increase % Proficient or above from 48% to 79.8%</p> <p>Science: Increase % Proficient or above from 35% to 48%</p> <p>Writing: Increase % Proficient or above from 65% to 83.8%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teachers to participate in the walkthroughs.	100% of teachers will participate in walkthroughs as an observer and observee.	Teachers, Instructional Coach, SPED Building Coach, Digital Learning Coach, Asst. Principal, Principal	
		Provide professional development for all certified staff in writing requirements and effective writing strategies	Increased understanding of writing standards and effective writing instruction	Teachers, Instructional Coach, Asst. Principal, Principal	No funding 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  SMS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 5/20/23 as follows:  <b>Reading:</b> For African Americans from 38% to 52.3%; for Hispanics from 39% to 66.4%; for Two or More Races from 45% to 69.2%; for EL from 15% to 25%; for English Learners plus monitored from 46% to 56%; for economically disadvantaged from 46% to 66%; for disability w/IEP from 10% to 41.1%  <b>Math:</b> For African Americans from 43% to 50%; for Hispanics from 43% to 68.4%;	KCWP 1: Design and Deploy Standards	Master Schedule will allow for special education teachers to specialize in one grade level/one content area, plan with grade level/content area teams, and attend data team and grade level team meetings	100% of SPED co-teachers will be scheduled the same as regular ed content/grade level teachers.	Master Schedule August 2022 SPED BLDG Coach, Counselors, Asst. Principal, Principal	No funding required
	KCWP 2: Design and Deliver Instruction	Heterogeneous Grouping: All students will receive Tier 1 Instruction in heterogeneously grouped classes	Schedule/Rosters	Current rosters cross-referenced w/student data Aug./Jan./May Counselors, Asst. Principal, Principal	No funding required
		Study Skills classes: Based on MAP data, KPREP data, reading and math data, and classroom assessment data, students will be assigned to Tier 2 or Tier 3 status to receive additional instruction 46 minutes per day. Math RTI will utilize IXL; Reading RTI will utilize Reading Plus, PowerUp,  EL RTI will utilize Imagine Learning. All programs will be implemented with fidelity	Student progress will be monitored through RTI monitoring meetings using data from IXL, Reading Plus, MAP, Imagine Learning, and AIMSWeb data when applicable.	Progress monitoring data reviewed monthly by teachers and shared in data team meetings. RTI teachers, ELL teacher, Counselors, Instructional Coach, SPED Bldg. Coach, Asst. Principal, Principal	\$22,969 IXL ESSER III (3 year subscription)  \$27,000 Reading Plus Plus SBDM (3 yrs.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
for Two or More Races from 42% to 67.7%; for EL to 17.4%; for English Learners plus monitored from 32% to 35.1; for economically disadvantaged status from 47% to 66.2%; for disability w/IEP from 19% to 30.1%		Special Education: Special Education Co-teachers (with emphasis on co-teaching station and parallel teaching) will be paired with high performing content area teachers for co-teach classes and will implement highly effective teaching and learning strategies in their resource classrooms	All teachers will exhibit highly effective teaching and learning strategies.	Master Schedule and Observations SPED Building Coach, Counselors, Teachers/Co-teachers, Asst. Principal, Principal	No funding required
<b>Social Studies:</b> Social Studies: For African Americans from 38% to 52.3%; for Hispanics from 39% to 66.4%; for Two or More Races from 45% to 69.2%; for EL from 0% to 9.1%; for English Learners plus monitored from 11% to 22.1%; for low socio-economic status from 46% to 66%; for disability w/IEP from 10% to 41.1%	KCWP 3: Design and Deliver Assessment Literacy	All staff providing accommodations for students will be trained in those accommodations and appropriate implementation of them.	100% of staff providing accommodations for students will be trained	January/February 2023 Special Ed Bldg. Coach, BAC	No funding required
		All students with accommodations will be trained in how to advocate for their accommodations.	100% of students with accommodations will be trained in what their accommodations are and how to advocate for their accommodations.	January/February 2023 Special Ed Bldg. Coach, BA	No funding required
<b>Science:</b> For African Americans from 15% to 25.6%; for Two or More Races from 26% to 27.3; for low socio-economic status from 25% to 30.3%; for disability w/IEP from 4% to 21.1%	KCWP 4: Review, Analyze, and Apply data	All GAP students identified in grade level/content data team meetings. Teachers identify their past and present students and performance levels and plan next steps for progress.	Lists compiled Data team mtg. notes and minutes	Bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal	No funding required
<b>Writing:</b> For African Americans from 50% to 55%; for Two or More Races to		Performance data for students in resource classes will be continuously monitored for recommendation to move to co-	Increased % of students in co-teaching classes as approved by ARC	SPED Building Coach Resource Teachers	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
47.5%; for EL from 25% to 35%; for English Learners plus monitored from 33% to 43%; for low socio-economic status from 53% to 60%; for disability w/IEP from 20% to 31%		teach classes with ARC decision/approval			
	KCWP 5: Design, Align, and Implement Support	Weekly/Bi-Weekly mentoring: Students in Behavior Tier 3 or demonstrating academic need will be assigned a mentor who will meet with them a minimum of bi-weekly to assist students in staying on track.	Improved behavior, academic, and assessment data	Bi-weekly Behavior monitoring sheets, classroom assignment completion rates, grades, assessment data SPED Bldg. Coach, Teachers, Counselors (Including Mental Health Counselor, Asst. Principal, Principal	Mental Health Counselor position paid w/District grant funds
		Extended School Services: After school academic support will be offered for students in all content areas.	Improved completion of assignments, grades, and assessment data.	ESS tracking data/time sheets. Assignment completion rate, grades, and assessment data ESS teachers, Asst. Principal	\$9,000 ESS funds
Objective 2: 100% of teachers will identify gap learners and use highly effective teaching and learning strategies to close the achievement gap	KCWP 5: Design, Align, and Implement Support	Bulldog walk-throughs (Rutherford style) will be completed in classrooms with opportunities for all teachers to participate in the walkthroughs. Observers will identify highly effective strategies/activities and plan for implementation in their own classrooms.	100% of teachers will participate in walkthroughs as an observer and observee.	Monthly Walkthrough Documentation Observations Asst. Principal, Principal Teachers, Instructional Coach, SPED Bldg. Coach	No funding required
		Embedded Professional Developments provided for Characteristics of Highly Effective Teaching and Learning (CHETL)	Increased implementation of highly effective teaching and learning strategies	Monthly PD documentation, Observations, Walkthroughs, Dept./Data team, meetings	No funding required



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Instructional Coach, Teachers, Dept. Chairs, SPED building coach, Asst. Principal, Principal	
		Provide Professional Development in Co-teaching strategies including parallel and station teaching	Increased implementation of effective co-teaching strategies	Lesson plans, Observations, and Walkthroughs SPED building coach	No funding required
		Provide opportunities for sped teachers to attend professional development designed specifically for sped teachers in content, differentiation, and sped regulations and procedures	Increased implementation of highly effective teaching and learning strategies	Lesson plans, Observations, and Walkthroughs SPED building coach, sped teachers, Asst. Principal, Principal	District Idea B funds

4: English Learner Progress

Goal 4 (State your English Learner goal.): South Middle School will improve the percentage of students making progress in the areas of English Language Proficiency from 30% to 40.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SMS will increase the percentage of students showing growth in English Language Proficiency from 30.05 to 32.7% by 5/20/2023.		Targeted EL students will use Imagine Learning 60 min a week.	Imagine Learning Reports	EL Teacher, Title III Coordinator	No funding required
		Targeted EL students will use Rosetta stone daily/	Rosetta Stone reports	EL Teacher, Title III Coordinator	No funding required
		EL teachers will use ELD curriculum during EL resource time	Formative assessment, student writing samples, student work samples	EL Teacher	No funding required
		EL teacher/ EL assistant co-teaches with general education teacher during core instruction	Master schedule, lesson plans	Principal, counselor, Title 3 Coordinator, EL teachers	No funding required
		Targeted EL students may receive Tier III instruction in the area of reading and/or math	Master schedule, progress monitoring	Teacher, Interventionist	No funding required

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2025, South Middle School will have an overall score of 75.0 which would give us very high status (blue) in this area.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 6	A district-wide character education program will be selected. This will connect to our district wide strategic plan.	Selection of program	Director of Administration	District General Fund
		SMS will implement SEL programs appropriate to the level and needs of the school.	Increase in % on QSCS	Director of Administration, AWARE Grant Director	Grants, SBDM funds
	KCWP 3	The QSCS will be given to all students prior to January 30. This information will be utilized to determine needs and interventions for 3 <sup>rd</sup> and 4 <sup>th</sup> marking periods.	Increase in % on QSCS	AWARE Grant Director, Principal, Assistant Principal	No funding needed
		For every single student, an inventory for school engagement will be given. This will help staff to identify students who are not engaged and then implement interventions.	School Engagement Inventory Results	Principals, Guidance Counselors	No funding needed

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:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <p>We have made sure that all teachers know who the students are in our underperforming subgroup of Special Education. We have made sure that accommodations and modifications are being followed and that ALL teachers understand how to follow through with those accommodations and modifications. In addition we have a data document on this population to ensure that we are monitoring their progress throughout the year for growth. When progress is not being made towards goals, then tier 3 interventions are being implemented.</p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p> <p>Upon review of data from the two previous years, we believe that students not having in person learning during COVID months caused this subgroup to struggle with learning. Accommodations and modifications were given during this time, but they did not have the same effect as in person learning. Since our return to fulltime in person learning we have seen growth in this subgroup as they are now getting more one on one support.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p> <p>Since our subgroup is Special Education we looked at our co-teach walk through data to determine trends in our co-teach settings. We noticed a lot of I teach, you assist in classes instead of station teaching or parallel teaching. Students were not being pulled out consistently into small groups for assessments. Students in this subgroup were also not being targeted for Tier 3 interventions but that has been remedied this year.</p>
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:**

- Data monitoring for all Special Education students
- Co-teach walkthroughs and analysis of data from those walkthroughs
- SPED Coach training teachers on best practices for accommodations and modifications
- Bulldog Walkthroughs (Rutherford) to show teachers grade level content
- PLC common planning with gen ed and sped teachers

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.	<input checked="" type="checkbox"/>
SPED teacher training on “The Artisan Teacher: A Field Guide to Successful teaching”	Rutherford, M. (2013) <a href="https://rutherfordlg.com/the-23-artisan-themes/">https://rutherfordlg.com/the-23-artisan-themes/</a>	<input type="checkbox"/>
Co-teach training provided by district Director of Special Education		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:
<p><b>Consider:</b> 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</p> <p><b>Response:</b></p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

Evidence-based Practices

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