WCMS

woodford county middle school

2023-2024
Comprehensive School Improvement Plan

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

As our leadership team reviewed our KSA data, we determined that there are areas of concern. These areas were identified by our administrative team combined with our MTSS lead team, which is made up of grade level leaders, our Special Education lead, EL lead and guidance counselors. Our areas of focus this year will be PLC and Culture.

Our school leaders participated in a PLC training and identified the need to make our PLC process more intentional and to have a more focused approach. This includes being more intentional about the process of PLC, specifically when it comes to backwards planning, deconstructing the standard and discussing the depth of knowledge of each standard. Additionally, we are shifting our assessment strategy from MAP testing to MVPS (Mastery View Predictive Assessments. This switch will provide a more tailored and predictive approach to our school-wide date.

As we focus on our overall school culture, we are focusing on promoting a positive and engaging environment. Goals include cultivating intentional relationships among students, staff and families and celebrating students regularly. We will be intentional about utilizing our PBIS system as well as offering opportunities for students to feel connected to our school.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

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

KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	**We are focusing on the PLC cycle to ensure that it is being followed with fidelity. We are being intentional with backwards planning and deconstruction of standards to ensure alignment through assessments.**
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	**As we are moving away from MAP and to MVPA, we are able to have a more tailored approach to our school wide data. We are also focusing on formative assessments that teachers are using to monitor student understanding.**
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	**We are working to promote a positive and inclusive learning environment. We have goals to create intentional relationships with students and to find ways to celebrate our students as often as possible.**

Indicator Scores
List the overall scores of status and change for each indicator.

Indicator	Status	Change	Indicator Rating
State Assessment Results in Reading and Mathematics	69.2	2.4	71.6
State Assessment Results in Science, Social Studies and Writing	62	-1.7	60.3
English Learner Progress	19.3	1.5	20.8
Quality of School Climate and Safety	62.6	-3.1	60.5
Overall School & Color			63.5

1: State Assessment Results in Reading and Mathematics

Goal 1a: By the end of the **2025-2026 school year**, 70% of WCMS students will score Proficient/Distinguished in **Reading** as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **55%** of WCMS students will score Proficient or Distinguished in **Reading** as measured by KSA by the end of the **23-24 school year**.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will use Hess's Matrix to support and grow rigor of summative assessments	Professional Learning Community documents	Weekly	No Funding Needed
		As part of the PLC cycle, teachers will unpack standards while planning upcoming unit to determine DOK and to align activities to standard	Professional Learning Community documents	Weekly	No Funding Needed
		Development of a Deeper Learning team to promote strategies for Deeper Learning and Depth of Knowledge	Professional Learning Community documents	Monthly	No Funding Needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will utilize CER writing strategy regularly	Weekly administrative walk-throughs	Weekly	No Funding Needed
		Teachers will strategically plan to allow opportunities for engagement and opportunities for literacy	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presents	No Funding Needed
		Teachers will use school wide PBIS expectations and systems to monitor and support behavior.	eOS behavior data; Infinite Campus	Daily	Section 6 Funds
		District administrators will provide feedback on Academic Instruction and classroom management.	District ELEOT Walk-throughs	2x/year - Fall and Spring semester	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy **Does our school have a** comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	As part of the PLC cycle, teachers will ensure alignment of assessment questions to standards and will determine DOK of assessment questions	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Staff will analyze RTI, academic and behavioral data under the Multi-tiered system of support	Academic, behavioral, RTI, SEL data	Daily	No Funding Needed
		Teachers will use PLC documents to guide analysis of common assessment data.	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize Mastery Connect to determine student mastery through formative, summative and Benchmark Assessments and	Mastery Connect	Daily	No Funding Needed
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Teachers will utilize remediation and enrichment strategies to support student learning in the classroom and during WIN (What-I-Need) Time	PLC Data analysis, daily formative assessments during instruction	Weekly	No Funding Needed
		Grade Level, content specific RTI meetings will occur every 6 weeks to review academic data and to determine interventions needed	Read180, System44, Achieve3000, FastBridge	Every 6-weeks	District Funded

Goal 1b: By the end of the **2025-2026 school year**, **65%** of WCMS students will score Proficient/Distinguished in **Math** as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **50%** of WCMS students will score Proficient or Distinguished in **Math** as measured by KSA by the end of the **23-24** school year.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will use Hess's Matrix to support and grow rigor of summative assessments	Professional Learning Community documents	Weekly	No Funding Needed
		Development of a Deeper Learning team to promote strategies for Deeper Learning and Depth of Knowledge	Professional Learning Community documents	Monthly	No Funding Needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will strategically plan to allow opportunities for engagement and opportunities for literacy	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presents	No Funding Needed
		Teachers will use school wide PBIS expectations and systems to monitor and support behavior.	eOS behavior data; Infinite Campus	Daily	No Funding Needed
		District administrators will provide feedback on Academic Instruction and classroom management.	District ELEOT Walk-throughs	2x/year - Fall and Spring semester	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy **Does our school have a** comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	As part of the PLC cycle, teachers will ensure alignment of assessment questions to standards and will determine DOK of assessment questions	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give formative assessments through MasteryConnect to track student mastery of standards	Mastery Connect	Weekly	District Funded
		Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Staff will analyze RTI, academic and behavioral data under the Multi-tiered system of support	Academic, behavioral, RTI, SEL data	Daily	No Funding Needed
		Teachers will use PLC documents to guide analysis of common assessment data.	Professional Learning Community documents	Weekly	No Funding Needed
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Teachers will utilize remediation and enrichment strategies to support student learning in the classroom and during WIN (What-I-Need) Time	PLC Data analysis, daily formative assessments during instruction	Weekly	No Funding Needed
		Grade Level, content specific RTI meetings will occur every 6 weeks to review academic data and to determine interventions needed	MobyMax	Every 6-weeks	District Funded

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

Goal 2a: By the end of the **2025-2026 school year**, **40%** of WCMS students will score Proficient/Distinguished in **Science** as measured by the Kentucky Summative Assessment;

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **35%** of WCMS students will score Proficient or Distinguished in **Science** as measured by KSA **by the end of the 23-24 school year.**	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will use Hess's Matrix to support and grow rigor of summative assessments	Professional Learning Community documents	Weekly	No Funding Needed
		Development of a Deeper Learning team to promote strategies for Deeper Learning and Depth of Knowledge	Professional Learning Community documents	Monthly	No Funding Needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will utilize Amplify as a consistent resource in Science	Weekly administrative walk-throughs	Weekly	District Funded
		Teachers will strategically plan to allow opportunities for engagement and opportunities for literacy	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presents	No Funding Needed
		Teachers will use school wide PBIS expectations and systems to monitor and support behavior.	eOS behavior data; Infinite Campus	Daily	No Funding Needed
		District administrators will provide feedback on Academic Instruction and classroom management.	District ELEOT Walk-throughs	2x/year - Fall and Spring semester	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy **Does our school have a** comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	As part of the PLC cycle, teachers will ensure alignment of assessment questions to standards and will determine DOK of assessment questions	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give formative assessments through MasteryConnect to track student mastery of standards	Mastery Connect	Weekly	District Funded
		Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Teachers will use PLC documents to guide analysis of common assessment data.	Professional Learning Community documents	Weekly	No Funding Needed
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Teachers will utilize remediation and enrichment strategies to support student learning in the classroom and during WIN (What-I-Need) Time	PLC Data analysis, daily formative assessments during instruction	Weekly	No Funding Needed

Goal 2b: By the end of the **2025-2026 school year, 65%** of WCMS students will score Proficient/Distinguished in **Social Studies** as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **50%** of WCMS students will score Proficient or Distinguished in **Social Studies** as measured by KSA **by the end of the 23-24 school year.**	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will use Hess's Matrix to support and grow rigor of summative assessments	Professional Learning Community documents	Weekly	No Funding Needed
		Development of a Deeper Learning team to promote strategies for Deeper Learning and Depth of Knowledge	Professional Learning Community documents	Monthly	No Funding Needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will utilize CER writing strategy regularly	Weekly administrative walk-throughs	Weekly	No Funding Needed
		Teachers will deconstruct standard and align assessments or performance tasks to reach the depth of knowledge	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will strategically plan to allow opportunities for engagement and opportunities for literacy	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presented	No Funding Needed
		Teachers will use school wide PBIS expectations and systems to monitor and support behavior.	eOS behavior data; Infinite Campus	Daily	No Funding Needed
		District administrators will provide feedback on Academic Instruction and classroom management.	District ELEOT Walk-throughs	2x/year - Fall and Spring semester	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy **Does our school have a** comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	As part of the PLC cycle, teachers will ensure alignment of assessment questions to standards and will determine DOK of assessment questions	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Teachers will use PLC documents to guide analysis of common assessment data.	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize Mastery Connect to determine student mastery through formative, summative and Benchmark Assessments and	Mastery Connect	Daily	District Funded
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Teachers will utilize remediation and enrichment strategies to support student learning in the classroom and during WIN (What-I-Need) Time	PLC Data analysis, daily formative assessments during instruction	Weekly	No Funding Needed

Goal 2c: By the end of the **2025-2026 school year 70%** of WCMS students will score Proficient/Distinguished in **Combined Writing** as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 **60%** of WCMS students will score Proficient or Distinguished in **Writing** as measured by KSA **by the end of the 23-24 school year.**	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will use Hess's Matrix to support and grow rigor of summative assessments	Professional Learning Community documents	Weekly	No Funding Needed
		Development of a Deeper Learning team to promote strategies for Deeper Learning and Depth of Knowledge	Professional Learning Community documents	Monthly	No Funding Needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will utilize CER writing strategy regularly	Weekly administrative walk-throughs	Weekly	No Funding Needed
		Teachers will strategically plan to allow opportunities for engagement and opportunities for literacy	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presents	No Funding Needed
		Teachers will use school wide PBIS expectations and systems to monitor and support behavior.	eOS behavior data; Infinite Campus	Daily	No Funding Needed
		District administrators will provide feedback on Academic Instruction and classroom management.	District ELEOT Walk-throughs	2x/year - Fall and Spring semester	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy **Does our school have a** comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	As part of the PLC cycle, teachers will ensure alignment of assessment questions to standards and will determine DOK of assessment questions	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Staff will analyze academic and behavioral data under the Multi-tiered system of support	Academic, behavioral, RTI, SEL data	Daily	No Funding Needed
		Teachers will use PLC documents to guide analysis of common assessment data.	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will utilize Mastery Connect to determine student mastery through formative, summative and Benchmark Assessments and	Mastery Connect	Daily	District Funded
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Teachers will utilize remediation and enrichment strategies to support student learning in the classroom and during WIN (What-I-Need) Time	PLC Data analysis, daily formative assessments during instruction	Weekly	No Funding Needed
		Grade Level, content specific RTI meetings will occur every 6 weeks to review academic data and to determine interventions needed	Read180, System44, Achieve3000	Every 6-weeks	No Funding Needed

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 In the 2023-2024 school year, WCMS will increase the proficiency scores in READING to 16% and decrease the novice scores in READING to 54% for students with disabilities, as measured by the Kentucky Summative Assessment. **Objective 2** In the 2023-2024 school year, WCMS will increase the proficiency scores in MATH to 18% and decrease the novice scores in MATH to 49% for students with disabilities, as measured by the Kentucky Summative Assessment.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	During weekly meetings, teachers will follow the PLC cycle determine alignment of standards and Learning Intentions and Success Criteria	Professional Learning Community documents	Weekly	No Funding Needed
		As part of the PLC cycle, teachers will unpack standards while planning upcoming unit to determine DOK and to align activities to standard	Professional Learning Community documents	Weekly	No Funding Needed
		As part of weekly planning, teachers and co-teachers will determine SDI	Administrative Walk-throughs	Weekly	No funding needed
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Teachers will strategically plan to allow opportunities for engagement	Weekly administrative walk-throughs	During weekly PLCs, co-teaching strategies and EL strategies will be presents	No Funding Needed
		Feedback will be given to special education teachers based on Danielson Framework - Correlation to Special Education High Leverage Practices	Weekly administrative walk-throughs	Weekly	No Funding needed
		Universal Design of Learning Strategies will be shared bi-monthly with teachers during PLC meetings	Weekly administrative walk-throughs	Bi-weekly	No Funding Needed
	KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Teachers will utilize formative and summative assessments as well as benchmark assessment to determine student mastery of standards	Professional Learning Community documents	Weekly	No Funding Needed
		Teachers will give benchmark assessments 3 times during the year	Mastery View Predictive Assessment	3x/year - Fall, Winter & Spring	District Funded
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Special Education teachers will complete monthly data dives through their SpEd PLC; Teachers will discuss data and how it drives SDI	Progress Monitoring Data	Monthly	No Funding Needed

4: English Learner Progress

Goal 4: By the end of the 2025-2026 school year, WCMS will achieve a status score of 31.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By the end of the 2023-2024 school year, WCMS students will achieve a status score of 24. Objective 2 By the end of the 2024-2025 school year, WCMS students will achieve a status score of 28.	**KCWP 2: Design and Deliver Instruction** Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research? **KCWP 3: Design and Deliver Assessment Literacy** Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Continued work with Content Vocabulary	Professional Learning Community documents	Weekly	No funding needed
		Sharing EL strategies during faculty meetings and during PLC meetings	Weekly administrative walk-throughs	Weekly	No funding needed
		EL Lead attending PLCs to support as needed	Professional Learning Community documents	Weekly	No funding needed
		EL lead reviews PSP and ELLevation at the beginning of the year with staff	Academic and behavioral data	Weekly	No funding needed
		Attending RTI and SPS meetings	Academic and behavioral data	Weekly	No funding needed
		Creation of Student Profiles	Academic and behavioral data	Weekly	No funding needed
		Classified EL flags	Academic and behavioral data	Weekly	No funding needed
		EL Lead educating about different types of EL students	Professional Learning Community documents	Weekly	No funding needed
		ACCESS cheerleaders	Student ACCESS Growth	ACCESS testing window	No funding needed
		EL Lead lead Best Practice academy session at district level	Academic and behavioral data	Weekly	No funding needed
		Flashlight Learning to focus on Speaking and Writing	Academic data	Weekly	No funding needed
		Working more closely with Migrant program	Academic and behavioral data	Weekly	No funding needed
		Seal of Biliteracy	Academic data	Weekly	No funding needed

5: Quality of School Climate and Safety

Goal 5: By 2026, WCMS will increase the Climate and Culture & Safety index from 60.5 (2023) to 72.0 according to KSA data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 23-24 school year, WCMS will increase the Climate and Culture & Safety index to 64.0% according to KSA data. Objective 2 By 24-25 school year, WCMS will increase the Climate and Culture & Safety index to 68.0% according to KSA data.	**KCWP 6: Establishing Learning Culture and Environment :** Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Second Steps: Advisory teachers will teach Second Steps Social Emotional Learning to students	Academic and behavioral data	Weekly	District Funded
		Equity Committee: Committee will provide best practice and strategies for Trauma Informed Teaching	Academic and behavioral data	Monthly	No funding needed
		Sources of Strength: Student committee led by guidance counselors will continue to promote strategies for anti-bullying	Mental Health and Behavioral data	Daily	District funded
		EL Cheerleaders: Teachers will cheer on our EL students leading up to ACCESS Testing	Academic and behavioral data	Daily	No funding needed
		Culture and Climate Committee: Committee will host events throughout the year to promote culture and climate	Academic and behavioral data	Monthly	No funding needed
		Watch Dogs: Parents will volunteer in classrooms and throughout the building	Academic and behavioral data	Counselor will monitor and organize volunteers	No funding needed
		School Resource Officer: SRO will be at WCMS Daily	Safety & Building checks	Safety Audit	District funded
		Mental Health Therapist: Will meet with Tier 3 students who have been identified in school-level Needs meeting	Academic and behavioral data		District funded
		Navigate & Safety Drills: AP will administer safety drills in accordance with state requirements	KY State Requirement	Safety Audit	District funded
		Locked classrooms: Admin and SRO will ensure that all classrooms are locked during instructional times.	KY State Requirement	Safety Audit	No funding needed
		Tiger Connection Form: Changes made to previous See Something, Say Something form to provide students strategies when navigating social situations	Behavior Data	Student reports	No funding needed
		PBIS Rewards: Students will be rewarded with Tiger Time bi-monthly and will have a chance to earn Tiger Block Party each quarter	Academic and behavioral data	Weekly	No funding needed
		Clubs: Students will attend clubs bi-monthly	Academic and behavioral data	2xs/Month	No funding needed
		PBIS Committee, Culture & Climate Committee, Equity Committee: Administer "School Climate Survey" to families, students and faculty; Committees will analyze responses and develop plans for improvement.	Responses	2xs/Year	No funding needed