

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.

- NMS Two or More Races subgroup increased Science Novice from 26% in 2022-2023 to 64% in 2023-2024.
- NMS Two or More Races subgroup decreased Science Proficient from 30% in 2022-2023 to 4% in 2023-2024.
- NMS Two or More Races subgroup increased Writing Novice from 17% in 2022-2023 to 32% in 2023-2024.

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.

- NMS ELA and Math teachers continue to make adjustments and align new curriculum with Kentucky Standards and other materials with curriculum maps.
- NMS PLC meetings with Instructional Coach occur every week, collaboratively reviewing formative and summative assessments to determine Tier 1, 2, and 3 groups and targeted instruction/interventions.
- NMS is implementing Jostens Renaissance and Character Strong focusing all students' social-emotional well-being, a relationship driven culture and student connectedness.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Increased
State Assessment Results in science, social studies and writing	Medium	Declined
English Learner Progress	NA	NA
Quality of School Climate and Safety	Medium	Increased
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Reading from 48% to 51%.	KCWP 4: Review, Analyze and Apply Data	MAP testing will occur 3 times a year	MAP administered August, December and May	Instructional Coach	Title 1 funding for portion of Instructional Coach salary
		During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students identified. Students are chosen by teachers for RTI four days a week using RTI Scheduler, where they will work on skills with content/grade level teacher.	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds
		Students who fall between the 35 th to 69 th percentile (according to MAP data) and who do not have special education reading goals participate in (ELA/Reading Intervention Tier 3) in place of an elective 5 days a week. Class size will be a maximum of 20 students.	ELA/Reading Intervention rosters	Guidance Counselors	ESS and Title 1 funding for Interventional Teacher 5 days a week
		Students who fall below the 20 th percentile (according to MAP data) and who do not have special education goals participate in Reading and Math intervention two days a week for a nine week duration.	IXL Diagnostic and Progress Monitoring Data Aimsweb Progress Monitoring Data	Instructional Coach Guidance Counselors	Aimsweb District Funds IXL for Math and ELA: \$11,762.50 Title 1 Funds
		Teachers utilize PEAR Assessment to assess and track student progress on content standards. PLCs meet to	Common assessments every 3 weeks.	ELA Classroom Teachers Instructional Coach	PEAR Assessment District Funds

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyze data and plan reteach/enrichment.	PEAR Assessment tracking data		
	KCWP 2: Design and Deliver Instruction	All students with disabilities with identified reading needs are placed in co-teach ELA classes. Students with disabilities needing more intensive instruction in reading may be pulled for resource classes during the afternoon ELA class to recoup skills, access re-teaching and additional practice opportunities as well as receive specially designed instruction tailored to their specific needs. By doing this, students needing the most support are receiving instruction in the general education classroom and also additional intervention and re-teaching for targeted deficits. Co-teachers will plan with general education teachers a minimum of once a week to design coherent co-teaching/resource instruction.	Ongoing progress monitoring; monthly; weekly planning with co-teachers and general education teachers	Special Education Building Coach Teacher of Record	
	KCWP 3: Design and Deliver Assessment Literacy	Real time diagnostic data and personalized guidance from staff help students know exactly what to do to improve, fill knowledge gaps, and learn from where they are, while comprehensive curriculum and actionable analytics provide teachers with content and skills for any lesson, assisting them make effective instructional decisions.	PEAR Assessment Tracking data	ELA Teachers Instructional Coach	PEAR Assessment District Funds Gimkit: \$1,000 Title 1 Funds Flocabulary: \$3,953.12 Title 1 Funds

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Gimkit- Tool to use to instructional engagement. Live gameplay for formative assessments and review.</p> <p>Flocabulary- interactive lessons, videos, gamification and activities to increase content vocabulary</p> <p>Blooket, Quizzizz, Quizlet Live for introduction and review of concepts</p> <p>Commonlit- online based literacy resource featuring reading lessons and benchmark assessments</p>	<p>100% of teachers will utilize instructional technology to enhance student engagement</p> <p>Lesson plans</p>		
	KCWP 1: Design and Deploy Standards	Vertical and Content Grade Level Team curriculum alignment/review	<p>Agenda and sign-ins</p> <p>Curriculum alignment documents</p>	<p>Instructional Coach</p> <p>ELA Department Leaders</p> <p>Grade Level/Content Teams</p>	
	KCWP 5: Design, Align, and Deliver Support Processes	<p>Two times a month Academic RTI Meeting</p> <p>Two times a month Behavior RTI Meeting</p> <p>Two times a month Coalition Team Meeting</p> <p>Weekly Administrative Leadership Team Meeting</p>	Meeting agendas and minutes for each team/meeting	<p>Principal/Assistant Principals</p> <p>Counselors</p> <p>Special Education Building Coach</p> <p>School Psychologist</p> <p>Instructional Coach</p> <p>Team Leaders</p> <p>Grade Level Leaders</p>	
		After School Intervention (ASI) for students who need additional small	ASI weekly attendance and progress	Assistant Principal ESS Coordinator	\$16,000 District Funding for ESS

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		group or individual intervention. Students identified each week based on data and self, parent, or teacher referrals.	monitoring data for each child assigned.	ASI Instructors	
		Use Destiny Follett to share print and digital library resources with students.	Media Center circulation data	Media Specialist	Destiny Follett: \$1, 259.23 Title 1 Funds
		STREAM Night (Family Literacy Night) held for all stakeholders- parents, students, families, staff	25% of our students/families will participate in STREAM night	Instructional Coach Title 1 Liaison	\$14,000 Title 1 Parent Engagement Funds
Objective 2: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Math from 44% to 48%.	KCWP 4: Review, Analyze and Apply Data	MAP testing will occur three times a year	MAP administered August, December and May	Instructional Coach	Title 1 funding for portion of Instructional Coach salary
		During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students identified. Students are chosen by teachers for RTI four days a week utilizing RTI Scheduler, where they will work on skills with content/grade level teacher.	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds
		Students who fall below the 20 th percentile (according to MAP data) and who do not have special education goals participate in Reading and Math intervention two days a week for a nine week duration.	IXL Diagnostic and Progress Monitoring Data Aimsweb Progress Monitoring Data	Instructional Coach Guidance Counselors	Aimsweb District Funds IXL for Math and ELA: \$11,762.50 Title 1 Funds

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students who fall between the 35 th to 69th percentile (according to MAP data) and who do not have special education reading goals participate in (Math Intervention Tier 3) in place of an elective 5 days a week. Class size will be a maximum of 20 students.	Math Intervention rosters	Guidance Counselors	ESS and Title 1 funding for Interventional Teacher 5 days a week
		Teachers use PEAR Assessment to assess students and track student progress on content standards. PLCs meet to analyze and plan re-teaching/enrichment.	Common Assessments every 3 weeks. PEAR Assessment tracking data PLC meeting minutes	Instructional Coach Classroom Teachers	PEAR Assessment – District Funds
	KCWP 1: Design and Deploy Standards	Math in Focus curriculum Implemented- includes online resources, textbooks, and workbooks	Teachers utilize Math in Focus to design curriculum in math classrooms. Curriculum Alignment document. Lesson plans and pacing guides.	Instructional Coach Math Teachers	
	District Math Leadership Team representatives attended the “Building a Thinking Classroom” Professional Development Opportunity offered by WKEC.	Sign-in Sheet Agenda for PD	District Math Coach Math Teachers	\$1,000 PD Funds/SBDM	
	Vertical and Content Grade Level Team Curriculum Alignment Documents	Agenda and sign-ins	Instructional Coach Math Teachers		

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Curriculum alignment documents		
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>IXL used for Tier 1, 2, and 3 math students. Real-time diagnostic and personalized guidance help students know exactly what to do to learn where they are, while comprehensive curriculum and actionable analytics provides teachers with content and skills for any lesson, and real time insights to inform effective instructional decisions.</p> <p>Gimkit- Tool used for instructional engagement. Live gameplay for formative assessment and review.</p>	<p>IXL Diagnostic and Progress Monitoring Data</p> <p>Math Teacher’s Lesson Plans/Pacing Guides</p> <p>100% of teachers will utilize instructional technology to enhance student engagement</p>	<p>Instructional Coach</p> <p>Math Teachers</p>	<p>IXL for Math and ELA: \$11,762.50 Title 1 Funds</p> <p>Gimkit: \$1,000 Title 1 Funds</p>
	KCWP 2: Design and Deliver Instruction	<p>All students with disabilities with identified math needs are in co-teach math class. Students with disabilities needing more intensive instruction in math may be pulled for resource classes during the second math class to recoup skills, access re-teaching and additional practice opportunities, and receive specially designed instruction tailored to their specific needs. By doing this, students needing the most support are receiving instruction in the general education classroom and also additional</p>	<p>Ongoing progress monitoring; weekly planning with co-teachers and general education teachers.</p>	<p>Special Education Building Coach</p> <p>Teachers of Record</p>	

Goal 1 (State your reading and math goal.): By 2027, North Middle School will increase the reading percentage of proficient/distinguished students from 46% to 70.7%, and will increase the math percentage of proficient/distinguished students from 39% to 66.4% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		intervention and re-teaching for targeted deficits. Co- teachers will plan with general education teachers a minimum of once a week to design coherent/resource instruction.			
	KCWP 5: Design, Align, and Deliver Support Processes	<p>Two times a month Academic RTI Meeting</p> <p>Two times a month Behavior RTI Meeting</p> <p>Two times a month Coalition Team Meeting</p> <p>Weekly Administrative Leadership Team Meeting</p>	Meeting agendas and minutes for each team/meeting	Principal/Assistant Principals Counselors Special Education Building Coach School Psychologist Instructional Coach Team Leaders Grade Level Leaders	
		After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data and self, parent or teacher referral.	ASI weekly attendance and progress monitoring data for each child assigned.	Assistant Principal ESS Coordinator ASI Teachers	\$16,000 District Funding for ESS

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, North Middle School will increase the Science percentage of Proficient/Distinguished students from 27% to 46.4%; North Middle School will increase the Social Studies percentage of Proficient/Distinguished students from 30% to 60.4%; North Middle School will increase the Writing percentage of Proficient/Distinguished students from 41% to 50% as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Science from 22% to 27%.	KCWP 4: Review, Analyze and Apply Data	During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students identified. Students are chosen by teachers for RTI four days a week utilizing RTI Scheduler, where they will work on skills with content/grade level teacher.	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds
		Teachers use Study Island and Amplify (modeled on KSA) to assess students and track student progress on content standards.	Common Assessments given every three weeks Study Island and Amplify tracking data PLC meeting and minutes	Instructional Coach Science Teachers	Study Island (for Science and Social Studies): \$7,939.00 SBDM Funds or Title 1
	KCWP 2: Design and Deliver Instruction	Use standards aligned lessons and assessments in classrooms for Tier 1 interventions.	Lesson plans/Pacing Guides	Instructional Coach Science Teachers	
	KCWP 3: Design and Deliver Assessment Literacy	Incorporate Amplify into all Science classrooms to align teaching to standards which provides standards based aligned materials, formative and summative assessments, and virtual concept modeling and simulation.	100% of teachers will use instructional technology to enhance student engagement.	Instructional Coach Science Teachers	Amplify District Funds

Goal 2 (State your science, social studies, and writing goal.): By 2027, North Middle School will increase the Science percentage of Proficient/Distinguished students from 27% to 46.4%; North Middle School will increase the Social Studies percentage of Proficient/Distinguished students from 30% to 60.4%; North Middle School will increase the Writing percentage of Proficient/Distinguished students from 41% to 50% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessments and review. Kahoot- Tool used for instructional engagement. Live gameplay for formative assessment and review Ed Puzzle and Generation Genius incorporate video and increase student engagement with standards aligned lessons.	Lesson plans/Pacing guides 100% of teachers will use instructional technology to enhance student engagement.	Instructional Coach Science Teachers	Gimkit: \$1,000 Title 1 Funds
	KCWP 1: Design and Deploy Standards	Vertical and Content Grade Level Team curriculum alignment/review	Agenda and sign-ins Curriculum alignment documents	Instructional Coach Science Department Chair Grade Level/ Content Team	
		Science Teachers will attend the KSTA Conference	Science Teachers will attend Science based Professional Development	Instructional Coach Science Teachers	\$5,000 funded by SBDM and PD funds.
	KCWP 5: Design, Align and Deliver Support Processed	Two times a month Academic RTI Meeting Two times a month Behavior RTI Meeting Two times a month Coalition Team Meeting Weekly Administrative Leadership Team Meeting	Meeting agendas and minutes for each team/meeting	Principal/Assistant Principals Counselors Special Education Building Coach School Psychologist Instructional Coach Team Leaders Grade Level Leaders	

Goal 2 (State your science, social studies, and writing goal.): By 2027, North Middle School will increase the Science percentage of Proficient/Distinguished students from 27% to 46.4%; North Middle School will increase the Social Studies percentage of Proficient/Distinguished students from 30% to 60.4%; North Middle School will increase the Writing percentage of Proficient/Distinguished students from 41% to 50% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data and self, parent or teacher referral.	ASI weekly attendance and progress monitoring data for each child assigned.	Assistant Principal ESS Coordinator ASI Teachers	\$16,000 District Funding for ESS
Objective 2: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Social Studies from 27% to 31%.	KCWP4: Review, Analyze and Apply Data	During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students identified. Students are chosen by teachers for RTI four days a week using RTI Scheduler, where they will work on skills with content/grade level teacher.	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds
		Teachers utilize PEAR Assessment to assess and track student progress on content standards. PLCs meet to analyze data and plan reteach/enrichment.	Common assessments every 3 weeks. PEAR Assessment tracking data	ELA Classroom Teachers Instructional Coach	PEAR Assessment District Funds
	KCWP 1: Design and Deploy Standards	Social Studies teachers continue implementing new Social Studies curriculum through SAAVAS, including Active Classroom online resources and texts.	100% of social studies teachers will implement the new social studies curriculum with Active Classroom online resources and texts.	Instructional Coach Social Student Department Chair	

Goal 2 (State your science, social studies, and writing goal.): By 2027, North Middle School will increase the Science percentage of Proficient/Distinguished students from 27% to 46.4%; North Middle School will increase the Social Studies percentage of Proficient/Distinguished students from 30% to 60.4%; North Middle School will increase the Writing percentage of Proficient/Distinguished students from 41% to 50% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Social Studies teachers attend PD for “Worksheets Don’t Grow Dendrites” and “KSA Workshop for New Teachers” provided by the WKEC.	All Social Studies Teachers will attend the virtual PD offerings to support the work in their classroom. PD Agenda and Sign-ins		No cost to attend virtual PD through WKEC
		Vertical and Content Grade Level Team curriculum alignment/review	Agenda and sign-ins Curriculum alignment documents	Instructional Coach Social Studies Department Leader Grade Level/Content Teams	
	KCWP 2: Design and Deliver Instruction	Social Studies teachers utilize teacher designed lessons based on content standards through Study Island, Ed Puzzle, Blooket, Kahoot and iCivics.	Lesson Plans	Instructional Coach Social Studies Teachers	Study Island (Science and Social Studies): \$7,939.00
		Quizziz- Tool used to instructional engagement/vocabulary comprehension. Gimkit- Tool to use for instructional engagement. Live gameplay for formative assessment and review.	100% of teachers will use Instructional Technology to enhance student engagement.	Instructional Coach Social Studies Teachers	Gimkit: \$1,000 Title 1 Funds
Objective 3: For the 2024-2025 school year, North Middle School will increase the percentage of students	KCWP 4: Review, Analyze and Apply Data	During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds

Goal 2 (State your science, social studies, and writing goal.): By 2027, North Middle School will increase the Science percentage of Proficient/Distinguished students from 27% to 46.4%; North Middle School will increase the Social Studies percentage of Proficient/Distinguished students from 30% to 60.4%; North Middle School will increase the Writing percentage of Proficient/Distinguished students from 41% to 50% as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
scoring Proficient/Distinguished in Writing from 39% to 43%.		identified. Students are chosen by teachers for RTI four days a week using RTI Scheduler, where they will work on skills with content/grade level teacher.			
	KCWP 5: Design and Deliver Instruction	ELA Department teachers follow their developed writing plan with a focus on Argumentative writing. ELA classrooms at each grade level teach students skills/writing strategies building upon the prior year.	Lesson Plans with Argumentative Writing Lessons	Instructional Coach ELA Department Chair	
		All Departments implement one writing assignment per nine weeks into curriculum. Teachers will utilize Artificial Intelligence Scoring platform to provide feedback to students. Teachers will utilize Pear Assessment to grade writings submitted by students.	Lesson Plans with Writing Lessons Teachers will provide evidence of the following: writing prompt, rubric, three examples of writing per class (high, medium and low)	Instructional Coach Assistant Principal	Brisk: \$2,000 SBDM funds Pear Assessment District Funds
	KCWP 1: Design and Deploy Standards	Vertical and Content Grade Level Team curriculum alignment/review	Lesson Plans/Pacing Guides Sign- ins	Instructional Coach Social Studies Department Leader Grade Level/Content Teams	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Reading from 48% to 51%.	KCWP 4: Review, Analyze and Apply Data	All teachers reviewed KSA data and personally claimed students targeted for improvement (all students were claimed in this process)	Teachers Name and Claim List Progress monitoring	Instructional Coach Teachers	Title 1 funding for portion of Instructional Coach salary
		During PLC meetings summative assessment data is reviewed. RTI groups are formed to provide re-teach or enrichment for students identified. Students are chosen by teachers for RTI four days a week using RTI Scheduler, where they will work on skills with content/grade level teacher.	PLC minutes RTI Scheduler to track students	Instructional Coach Content/Department Leaders Teachers	RTI Scheduler: \$3,400 Title 1 Funds
	KCWP 2: Design and Deliver Instruction	All students with disabilities with identified reading needs are placed in co-teach ELA classes. Students with disabilities needing more intensive instruction in reading may be pulled for resource classes during the afternoon ELA class to recoup skills, access re-teaching and additional practice opportunities as well as receive specially designed instruction tailored to their specific needs. By doing this, students	Ongoing progress monitoring; monthly; weekly planning with co-teachers and general education teachers	Special Education Building Coach Teacher of Record	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needing the most support are receiving instruction in the general education classroom and also additional intervention and re-teaching for targeted deficits. Co-teachers will plan with general education teachers a minimum of once a week to design coherent co-teaching/resource instruction.			
Objective 2: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Math from 44% to 48%. Objective 3: For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Science from 22% to 27%. For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in	KCWP 5: Design, Align and Deliver Support Services	Two times a month Academic RTI Meeting Two times a month Behavior RTI Meeting Two times a month Coalition Team Meeting Weekly Administrative Leadership Team Meeting After School Intervention (ASI) for students who need additional small group or individual intervention. Students identified each week based on data and self, parent, or teacher referrals.	Meeting agendas and minutes for each team/meeting ASI weekly attendance and progress monitoring data for each child assigned.	Principal/Assistant Principals Counselors Special Education Building Coach School Psychologist Instructional Coach Team Leaders Grade Level Leaders Assistant Principal ESS Coordinator ASI Instructors	\$16,000 District Funding for ESS \$15,000 Title 1 and SBDM funds
		Implement Jostens Renaissance and Character Strong curriculum. Staff	Calendar of Activities throughout the year.	Renaissance Team	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Social Studies from 27% to 31%.</p> <p>For the 2024-2025 school year, North Middle School will increase the percentage of students scoring Proficient/Distinguished in Writing from 39% to 43%.</p>	<p>KCWP 6: Establish Learning and Culture Environment</p>	<p>focus on SEL lessons, relationship driven campus culture and student cohesiveness.</p>	<p>Lessons available on the living calendar</p>		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2027, North Middle School will improve the percentage of students scoring Proficient on the WIDA ACCESS assessment from 15% to 35%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2024, 100% of our English Learners at the middle school level will increase performance.	KCWP 2: Design and Deliver Instruction	Use Imagine Learning web based program with English Learners level 3 and below for improving reading, writing, speaking and listening skills through language and literacy.	Imagine Learning Reports Student Performance on WIDA ACCESS	Director of Accountability and Assessment EL Teacher(s)	Title III/ELL
	KCWP 4: Review, Analyze and Apply Data	Rosetta Stone (English) for newcomers grades 6-8 will be used to acquire skills in reading, writing, listening and speaking.	Rosetta Stone reports Student performance on WIDA ACCESS	Director of Accountability and Assessment EL Teacher(s)	Title III/ELL
		EL teachers will use ELD curriculum during resource time	Formative assessment Imagine Learning Listening, Reading, Writing, and Speaking activities		
	KCWP 5: Design, Align, and Deliver Support Processed	English Learners at levels 1-2 will receive an EL resource class daily for one class period with the EL Teacher	Schedule Assessment Imagine Learning Listening, Reading, Writing, and Speaking activities	EL Teachers	
			English Learners at levels 3-4 will receive full immersion in all content classes. General Education teachers will implement EL strategies during core instruction.	Schedules Assessments Lesson Plans	Principal General Education Teachers EL Teachers(s)
		English Learners may receive Tier III instruction in the areas of reading and/or math	Schedule Progress Monitoring	EL Teacher(s) Intervention Teacher(s)	

Goal 4 (State your English Learner goal.): By May 2027, North Middle School will improve the percentage of students scoring Proficient on the WIDA ACCESS assessment from 15% to 35%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):By May 2027, North Middle School students will increase their score on the Quality of School Climate and Safety Survey from 65.2 to 73.2 on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, North Middle School students will increase their score from 66.5 to 72 on the Climate portion of the Quality of School Climate and Safety Indicator on the 2025 Kentucky Summative Assessment.	KCWP 4: Review, Analyze and Apply Data	NMS staff will be trained and implement elements of Jostens Renaissance as well as Character Strong curriculum, including sub-committees, focusing on students' social-emotional well-being, a relationship driven campus, and student connectedness.	Maintain Jostens Renaissance Platinum Level of Distinction	Principal Jostens Committee Leaders	\$20,000 Title 1 and SBDM funding.
		KCWP 6: Establishing Learning, Culture and Environment	Students heterogeneously assigned to CIA groups, which meet 1 day a week for SEL lessons and activities. These are small, mixed grade level groups, grades 6-8 to provide a "home-based" check and connect support system for all students.	CIA rosters	
	Teachers and staff will implement PBIS expectations daily through our "C-A-D-E-T-S" acronym. Cadets being "Caring, Accountable, Dependable, Exceptional, Timely, and Safe". Teachers will utilize the Eos employability tracking system to track school wide expectations.		Maintain or Exceed PBIS Silver Recognition Eos employability point tracking data	All Administration All Staff	Eos \$4,000 Title 1 Funding
	Students will earn PBIS points for following PBIS expectations and earn PBIS rewards from the school PBIS store.		Increased number of students receiving rewards.	Student Ambassador Sponsor	
	Students receive weekly SEL lessons through MHC/guidance in CIA and check and connect, small group, and		SEL Lesson Plans/Schedule Check and Connect Counseling logs	Guidance/Mental Health Counselors	

Goal 5 (State your climate and safety goal.):By May 2027, North Middle School students will increase their score on the Quality of School Climate and Safety Survey from 65.2 to 73.2 on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		individual counseling services are provided.			
		Students’ interests are surveyed and that information is used for 9 weeks rewards and “special” days for students.	Survey results Increased participation in reward days	Instructional Coach Student Group Sponsors/Teachers	
Objective 2: By May 2024, North Middle School students will increase their score on the Safety portion of the Quality of School Climate and Safety Indicator on the Kentucky Summative Assessment.	KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning, Culture and Environment	Youth Service Center staffed full time to reduce barriers for students and families.	YSC logs of services provided/number of students and families served	YSC Director	
		NMS staff will be trained and implement elements of Jostens Renaissance as well as Character Strong curriculum, including sub-committees, focusing on students’ social-emotional well-being, a relationship driven campus, and student connectedness.	Maintain Jostens Renaissance Platinum Level of Distinction	Principal Jostens Committee Leaders	\$20,000 Title 1 and SBDM funding.
		Students heterogeneously assigned to CIA groups, which meet 1 day a week for SEL lessons and activities. These are small, mixed grade level groups, grades 6-8 to provide a “home-based” check and connect support system for all students.	CIA rosters	Counselors	
		Students receive weekly SEL lessons through MHC/guidance in CIA and check and connect, small group, and individual counseling services are provided.	SEL Lesson Plans/Schedule Check and Connect Counseling logs	Guidance/Mental Health Counselors	
		Teachers and staff will implement PBIS expectations daily through our “C-A-D-E-T-S” acronym. Cadets	Maintain or Exceed PBIS Silver Recognition	All Administration All Staff	Eos \$4,000 Title 1 Funding

Goal 5 (State your climate and safety goal.):By May 2027, North Middle School students will increase their score on the Quality of School Climate and Safety Survey from 65.2 to 73.2 on the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		being “Caring, Accountable, Dependable, Exceptional, Timely, and Safe”. Teachers will utilize the Eos employability tracking system to track school wide expectations.	Eos employability point tracking data		
		Students will earn PBIS points for following PBIS expectations and earn PBIS rewards from the school PBIS store.	Increased number of students receiving rewards.	Student Ambassador Sponsor	
		The Open-Gate (metal detector) System will be utilized for screening all students upon entrance to North Middle School in the morning.	100% of students entering building are screened	All Administration Staff on morning duty at entrances School School Resource Officer	
		School Resource Office in the building every day to promote the feeling of safety at school.			
		Students and staff will practice safety drills monthly.	Safety drill log	Principal	
		Youth Service Center staffed full time to reduce barriers for students and families.	YSC logs of services provided/number of students and families served		

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					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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"/>
		<input type="checkbox"/>
		<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>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>