

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.

- **Science:** In 2022, 4% of students with a disability scored Proficient/Distinguished in SCIENCE. (No data from previous year as accountability was not given in Science). No students with a disability scored Distinguished in Science.
- **Social Studies:** In 2022, 14% of students with a disability scored Proficient/Distinguished in SOCIAL STUDIES. (No data from previous year as accountability was not given in Social Studies).

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.

South Middle School will focus its resources and efforts to produce desired changes include:

- **Strategy 1: Deployment of Standards - Monitoring systems in place to ensure curriculum is taught a high-level of fidelity.**
- **Strategy 2: Delivery of Instruction - Maintaining and monitoring protocol for ensuing Tier 1 and Tier 2 instructional needs are met and next steps for improvement are identified. Ensuring cognitive engagement vs passive or active engagement.**
- **Strategy 5: Design, Align and Deliver Support with a sub-group focus (disability) - Monitor processes in place to ensure appropriate academic interventions are taking place to meet the needs of all students.**

Indicator Scores

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

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
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	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	Describe the actionable steps the school will take 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	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	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
Indicator			Status	Change	
State Assessment Results in reading and mathematics			79	1.5	
State Assessment Results in science, social studies and writing			71	3.1	
English Learner Progress			N/A	N/A	
Quality of School Climate and Safety			70	5.1	
Postsecondary Readiness (high schools and districts only)					
Graduation Rate (high schools and districts only)					
formative	Core Work Processes or				funds are utilized to

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessments. There can be multiple objectives for each goal.	another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).		outcomes for both staff and students.	timelines, and responsible individuals.	carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

<p>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%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 SMS will increase the overall reading % proficient or above from 58% to 64.3% by 5/2025 as measured by state assessments.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>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</p>	<p>Planning and instruction aligned with KAS. Increase in use of strategies as evidenced in observations.</p>	<p>Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal</p>	<p>No funding required</p>
		<p>KCWP 2: Design and Deliver Instruction</p>	<p>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 80% accuracy or higher will receive a reward. The Henderson County Public Library is open during the summer months to test.</p>	<p>60% of students will participate in the Summer Reading Program with 80% of students passing the comprehension test with 80% accuracy.</p>	<p>May 15 August 30 Library Media Specialist, ELA teachers, Instructional Coach, Assistant Principal, Principal</p>
	<p>Accelerated Reading: Teachers, with student input, will set individual goals for students each marking period</p>	<p>Increase % of students meeting their goals/proficiency ratings each 9 weeks.</p>	<p>Each mid-term and nine-week checkpoint. Library/Media Specialist Content/RTI Teacher, Instructional Coach, Asst. Principal, Principal</p>	<p>\$6,262.50 SBDM Funds School-wide</p>	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Vocabulary Instruction: SAVVAS 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)
		Title 1 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	1/2025 Instructional Coach, Teachers, Assistant Principal, Principal	\$3000 Title 1 School-wide

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will utilize and model research based literacy strategies (Step-Up to Writing, SAVVAS Reading Structures, 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, CommonLit, Scope)	Programs used with fidelity. Monitored through data teams/school-wide reports/Academic RTI	Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal, Principal, Reading Interventionists	No funding required
		MAP will be administered 3 times per year	Monitored through data teams	MAP August 2024, December 2024, April 2025 Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal	No funding required (District funds this)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Common PLC 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 Pear Assessment and data teams sheets to analyze common 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 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	Accelerated Reader program will support reading instruction as part of ELA curriculum	Increase in # of students meeting goals. AR: 100% of goal with 80% accuracy	Bi-quarterly Teachers, Instructional Coach, Media Specialist, Interventionists, Asst. Principal, Principal	
Objective 2 SMS will increase the overall math % proficient or above from 58% to 66.3% by 5/2025 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,	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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and academic vocabulary in instructional practice.			
		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	Math instruction: Continue two periods of math instruction per day 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	Monitored through lesson plans,	Monthly Content teachers, Instructional Coach, Principal, Asst. 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
		using common strategies CER- Claim, Evidence, Reasoning. CUBES will be used for real-world math problems.	observations, and/or student work.		
		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
	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 2024, December 2024, and April 2025 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 setting, and next steps for instruction.	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)
	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
		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)

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 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 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 social studies % proficient or above from 31% to 40% by 5/2025 as measured by state assessments	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with 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
		Continued writing strategies using CER's, DBQ's, and Argumentative Essays. Inquiry designed instructional strategies that incorporate the inquiry standards that wrap around the Civic, Economics, History, and Geography standards.	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

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 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 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
		Instructional Curriculum: Continued implementation of SAVVAS Kentucky Aligned Textbooks for grades 6-8 and online material through SAVVAS realize.	Increased access to strongly aligned KAS materials and lessons	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	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 CER's.	Monitored through data teams and lesson plans	Teachers, Instructional Coach, Asst. 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 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze	Analysis of Student Work: Teachers will use Pear Assessment and data teams sheets as well as rubrics for writing samples (CER's and Essays) 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. Benchmarks will occur for 8th grade Social Studies students 3 times per year to track growth in content and skills.	Monitored through data teams and lesson plans	After each CFA and CSA Teachers, 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 science % proficient or above from 25% to 33.3% by 5/2025	KCWP 1: Design and Deploy Standards	Continue ongoing professional learning aligned with Next Generation Science Standards (NGSS) that emphasizes critical and higher order thinking, reading strategies in the content areas 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 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
as measured by state assessments.		academic vocabulary in instructional practice.			
	KCWP 2: Design and Deliver Instruction	<p>NGSS Standards: Use exploratory and storyline-based questions, and create tests with varied question styles for each unit. Tests and instruction will align with Next Generation Science Standards (SEP, CCC, DCI), be timed during performance, and include data analysis to identify student needs.</p> <p>New Instructional Approach with Amplify Curriculum: The integration of Amplify into daily lessons to strengthen foundational knowledge and deepen students' understanding by incorporating real-world problem-solving and inquiry-based learning.</p>	Increased use of NGSS standards in authentic lessons/assessment	Per unit Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
		Higher order thinking skills: Teachers will incorporate essential discussion questions into their daily lessons,	Increased use of higher order thinking questions.	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 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		integrating them into instruction at key moments to encourage deeper analysis and critical thinking skills. Additionally, students will be guided to use Claims, Evidence, and Reasoning (CER) frameworks to support their thinking and articulate well-reasoned arguments, further developing their ability to analyze and explain concepts thoroughly.	Monitored through lesson plans/observation		
		Vocabulary Instruction: Vocabulary instruction will be incorporated into every unit to enhance student explanations so that depth of understanding is accurately expressed.	Increased use of content vocabulary by students. Monitored through lesson plans and observations.	Teachers, Instructional Coach, Asst. Principal, Principal	No funding required
	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 2024, December 2024, and April 2025	District Funding	

Goal 2 (State your science, social studies, and writing goal.):
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 Social Studies: Increase % Proficient or above from 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
 Writing: Increase % Proficient or above from 65% to 83.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply Data	Analysis of Student Work: Teachers will use Pear Assessment, Amplify critical juncture, and data team sheets to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of Next Generation Science 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	Departmental observations and Bulldog walk-throughs (Rutherford style) will be completed in classrooms with opportunities 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
Objective 3 SMS will increase the overall writing % proficient or above from 69% to 73.9% by 5/2025 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

Goal 2 (State your science, social studies, and writing goal.):
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 Social Studies: Increase % Proficient or above from 31% to 40%
 Science: Increase % Proficient or above from 25% to 38%
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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, SAVVAS, and/or Text Annotation strategies) with all students.	Monitored through lesson plans, observations, and student work	Monthly Teachers, Instructional, Asst. Principal, Principal	No funding required
		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	Monthly Teachers, Instructional Coach, 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 to include released items for student instructional practice and will include a rubric to allow students to reflect on performance and self assessment.	Increased practice and improved performance in on-demand writing	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 in their writing. 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	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
<p>Objective 1</p> <p>SMS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 5/2024 as follows:</p> <p>Reading: For African Americans from 52% to 55%; for Hispanics from 35% to 42%; for Two or More Races from 50% to 57%; for EL to 13.6%; for economically disadvantaged from 48% to 54.4%; for disability w/IEP from 16% to 28%</p> <p>Math: For African Americans from 48% to 51%; for Hispanics from 35% to 42%; for Two or More Races from 52% to 56.2%; for EL to 21.5%; for English Learners</p>	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 SBDM (3 yrs.)	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>plus monitored from 30% to 35.1%; for economically disadvantaged status from 47% to 53.1%; for disability w/IEP from 17% to 24.9%</p> <p>Social Studies: Social Studies: For African Americans from 29% to 40.2%; for Hispanics from 39% to 66.4%; for Two or More Races from 50% to 60.7%; for low socio-economic status from 38% to 49.8%;</p> <p>Science: For African Americans from 14% to 21.6%; for Two or More Races from 18% to 24.1%; for low socio-economic status from 14% to 22.9%;</p> <p>Writing: For African Americans from 52% to 55%; for Two or More Races to 79% to 82%;for low socio-economic status from 58% to 62%; for disability w/IEP from 20% to 27.1%</p>		<p>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</p>	<p>All teachers will exhibit highly effective teaching and learning strategies.</p>	<p>Master Schedule and Observations SPED Building Coach, Counselors, Teachers/Co-teachers, Asst. Principal, Principal</p>	<p>No funding required</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>All staff providing accommodations for students will be trained in those accommodations and appropriate implementation of them.</p>	<p>100% of staff providing accommodations for students will be trained</p>	<p>January/February 2023 Special Ed Bldg. Coach, BAC</p>	<p>No funding required</p>
		<p>All students with accommodations will be trained in how to advocate for their accommodations.</p>	<p>100% of students with accommodations will be trained in what their accommodations are and how to advocate for their accommodations.</p>	<p>January/February 2023 Special Ed Bldg. Coach, BA</p>	<p>No funding required</p>
	<p>KCWP 4: Review, Analyze, and Apply data</p>	<p>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.</p>	<p>Lists compiled Data team mtg. notes and minutes</p>	<p>Bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal</p>	<p>No funding required</p>
		<p>Performance data for students in resource classes will be continuously monitored for recommendation to move to co-teach classes with ARC decision/approval</p>	<p>Increased % of students in co-teaching classes as approved by ARC</p>	<p>SPED Building Coach Resource Teachers</p>	<p>No funding required</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 Instructional Coach, Teachers, Dept. Chairs, SPED building coach, Asst. Principal, Principal	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 that achieve an overall composite growth of 5 points on the WIDA ACCESS Test (English Proficiency) by 5% during the 2024 -2025 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SMS will increase the percentage of students of students that show an overall Composite growth of 5 points on the WIDA ACCESS Test (English Language Proficiency) by 5%		Targeted EL students will use Rosetta Stone 3 times per week.	Rosetta Stone Progress Reports	EL Teacher, Title III Coordinator	Title III
		Students will receive pull out services for targeted Students	Formative and Summative Assessment Data	EL Teacher, Title III Coordinator	No Funding Required
		Students will engage in a reading activity at least once a week Students will engage in a speaking activity at least once a week	Formative and Summative Reading Assessments	EL Teacher	No Funding Required
		Students will engage in a listening activity at least once a week	Formative and Summative Listening Assessments	EL Teacher	No Funding Required
		Students will engage in a writing activity at least once a week	Formative and Summative Writing Assessments	EL Teacher	No Funding Required
		My instruction focus on conversational and content vocabulary	Formative conversational and content vocabulary assessments	EL Teacher	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 rd and 4 th 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

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<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: 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>
<p>Identification of Critical Resources Inequities:</p>
<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: 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>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<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: 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>
<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?

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 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.

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