

Comprehensive School Improvement Plan 2022-2025

CDIPO

State Assessment Results in Reading

- By 2025, Beaumont Middle School will increase Reading proficient and distinguished level to 70.8% as measured by KSA. Current level is 53% on 2024 KSA.

State Assessment Results in Math

- By 2025, Beaumont Middle School will increase Math proficient and distinguished level to 66.5% as measured by KSA. Current level is 50% on 2024 KSA.

State Assessment Results in Science

- By 2025, Beaumont Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 31% on 2024 KSA.

State Assessment Results in Social Studies

- By 2025, Beaumont Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 47% on 2024 KSA.

State Assessment Results in Combined Writing

- By 2025, Beaumont Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50% on 2024 KSA.

English Learner Progress

- By 2025, Beaumont Middle School will increase English Learners Progress Indicator to 55 as measured by ACCESS. Current level is 31.6 on 2024 ACCESS.

Quality of School Climate and Safety

- By 2025, Beaumont Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 70.0 on 2024 KSA.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%. By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.	By 2024, Beaumont Middle School will increase P/D in Reading to 65.6%. 2023 KSA data showed 56% P/D in Reading. By 2024, Beaumont Middle School will increase P/D in Math to 61.4%. 2023 KSA data showed 52% P/D in Math.	By 2025, Beaumont Middle School will increase P/D in Reading to 70.8%. 2024 KSA data showed 53% P/D in Reading. By 2025, Beaumont Middle School will increase P/D in Math to 66.5%. 2024 KSA data showed 50% P/D in Math.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Beaumont Middle School will increase P/D in Science to 40.3%. By 2023, Beaumont Middle School will increase P/D in Social Studies to 53.3%. By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.	By 2024, Beaumont Middle School will increase P/D in Science to 42.6%. 2023 KSA data showed 31% P/D in Science By 2024, Beaumont Middle School will increase P/D in Social Studies to 56.7%. 2023 KSA data showed 54% P/D in Social Studies. By 2024, Beaumont Middle School will increase P/D in Combined Writing to 57.3%. 2023 KSA data showed 50% P/D in Writing.	By 2025, Beaumont Middle School will increase P/D in Science to 45%. 2024 KSA data showed 31% P/D in Science. By 2025, Beaumont Middle School will increase P/D in Social Studies to 60%. 2024 KSA data showed 47% P/D in Social Studies. By 2025, Beaumont Middle School will increase P/D in Combined Writing to 60%. 2024 KSA data showed 50% P/D in Writing.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will decrease Novice in Reading for EL students to 59.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 55.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for EL students to 53.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 52.0%.</p>	<p>By 2024, Beaumont Middle School will decrease Novice in Reading for EL students to 52.0%. 2023 KSA data showed 62% of EL students scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 53.0%. 2023 KSA data showed 67% of Students with Disabilities scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for EL students to 47.0%. 2023 KSA data showed 50% of EL students scoring Novice in Math.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 47.0%. 2023 KSA data showed 56% of Students with Disabilities scoring Novice in Math.</p>	<p>By 2025, Beaumont Middle School will decrease Novice in Reading for EL students to 45.0%. 2024 KSA data showed 61% of EL student scoring Novice in Reading.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 52.0%. 2024 KSA data showed 61% of Students with Disabilities scoring Novice in Reading</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for EL students to 42.0%. 2024 KSA data showed 55% of EL students Novice in Math.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 42.0%. 2024 KSA data showed 45% of Students with Disabilities scoring Novice in Math.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 38.1.</p>	<p>By 2024, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 51.8. 2023 KSA data showed our English Learners Progress Indicator as measured by ACCESS is 48.5.</p>	<p>By 2025, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 55. 2024 KSA data showed our English Learners Progress Indicator as measured by ACCESS is 31.6.</p>

Additional Goal- Optional		
Year 1	Year 2	Year 3

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[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC's: PLC's will continue to improve on data analysis to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention. Intervention teachers will pull students for Tier 3 Intervention during this time.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL	KCWP 5: Design, Align, and Deliver	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2022-2023 School Year MAP Data and KSA Data	n/a

Progress	Support			
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 2022 - MAP data March 2023 - MAP data Fall 2023 - KSA data</p>				

Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate. Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	FCPS ROIS Navigator Products ADAM system	District funds
<p style="text-align: center;"><u>Progress Monitoring</u></p>				

December 2022 - MAP data
 March 2023 - MAP data
 Fall 2023 - KSA data

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds

Progress Monitoring

December 2022 - Formative survey data
 Fall 2023 - Quality of School Climate and Safety Data

Year 2 Focus Areas

PLC's: PLC's will continue to improve on data analysis to improve student learning.

Goal Alignment	Strategy	Activities	Measure/Monitorin	Funding Source
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Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	School staff will receive professional learning in Co-Teaching and Restorative Practices to support students.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 2: Design and Deliver Instruction	School EL staff will have time in their schedule to work with PLC's on planning for EL students, coaching teachers, and pushing into core classes serving EL students	2023-2024 School Year MAP Data and KSA Data	n/a

Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	EL paraeducators will provide support for EL students with lowest ACCESS scores in their core classes to allow them better access to grade level content.	2023-2024 School Year MAP Data and KSA Data	District Funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 2023 - MAP data March 2024 - MAP data Fall 2024 - KSA data</p>				

Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate. Teachers will collect data from the common assessments to inform classroom instruction	FCPS ROIS Navigator Products ADAM system	District funds

		and Tier 2 interventions for students that need it.		
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2023-2024 School Year MAP Data and KSA Data	n/a
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 2023 - MAP data March 2024 - MAP data Fall 2024 - KSA data</p>				

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the “Need” descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>Fall 2024 - Quality of School Climate and Safety Data</p>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

PLC's: PLC's will continue to improve on data analysis and in the moment intervention to improve student learning and achievement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	PLC's will use assessment data to identify students for intervention and work together to plan the intervention to be done during Academic Enhancement period (Tier 2 Intervention).	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social	KCWP 5: Design,	Math and Reading Intervention teachers will meet bi-weekly with grade level content	2024-2025 School Year MAP Data and	n/a

Studies, Combined Writing, EL Progress	Align, and Deliver Support	teams to discuss upcoming plans in class and individual needs for students in intervention.	KSA Data	
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	Teachers will be trained and plan to incorporate Close Reading strategies and Writing Opportunities for students across the curriculum.	PLC/Classroom observations	n/a
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 2024 - MAP data April 2025 - MAP data Fall 2025 - KSA data</p>				

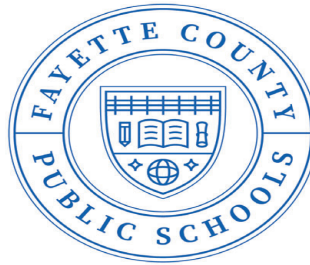
Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2024-2025 School Year MAP Data and KSA Data	n/a

Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district benchmark assessments in Math, Language Arts, Social Studies, and Science twice during the school year. The assessments will include items that mirror formats of state assessments as appropriate. Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	FCPS ROIS Navigator Products ADAM system	District funds
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2024-2025 School Year MAP Data and KSA Data	n/a
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 2024 - MAP data April 2025 - MAP data Fall 2025 - KSA data</p> <p>District Benchmark Assessments – November 2024 and March 2025</p>				

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the “Need” descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds

Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	School will work to implement Student Support Groups (DBT Group, Grief Group, Mentor Groups, etc.) to support small groups of students.	DMHS and YSC Coordinator will attend each meeting	District and Community Funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Students will partake in Social Emotional Learning on a regular basis through Academic Enhancement classes.	SEL Lead will monitor completion of lessons	District Funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>Fall 2025 - Quality of School Climate and Safety Data</p>				

Family Engagement – Staff will work to create opportunities for families to engage in their student’s learning and overall well being throughout the school year.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	School will work to increase opportunities to engage families in their student’s learning (ex. Open House, EL Night, High School and Post Secondary Opportunities Night)	Family Survey and Participation of Staff and Families	School Funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>Fall 2025 - Quality of School Climate and Safety Data</p>				



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Eighty-four percent (84%) of students with an IEP scored below proficiency on Kentucky Summative Assessment (KSA) in reading as opposed to just fifty-eight percent (58%) of special population students.

Needs Assessment: Processes, Practices, or Conditions

KCWP 2: Design and Deliver Instruction

- Professional Learning Communities intentionality to address the accommodations/differentiation of instruction.
- Backwards Planning
- Co-Teaching

KCWP 4: Review, Analyze and Apply Data

- Common formative assessments
- Analysis of common formative assessments
- Involving stakeholders in communication of results of data (formative, summative, diagnostic, interim/benchmark)

KCWP 6: Establishing Learning Environment and Culture

- Monitoring of PDSA - specifically Study/Act portion
- Implementation of accommodations for special population during the planning process
- self-directed learners - informed of goals, data related to proficiency of standards

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	LOW: 53.6	INCREASE:3.7
State Assessment Results in science, social studies, and writing	MEDIUM: 50.9	INCREASE: 2.6
English Learner Progress	MEDIUM: 29.6	MAINTAIN: -1.9
Quality of School Climate and Safety	VERY LOW: 58.1	INCREASE: 1.3
Postsecondary Readiness - <i>High School only</i>		

Graduation Rate - <i>High School only</i>		
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1: State Assessment Results in Reading and Mathematics

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, BSMS will increase reading and math proficiency and distinguished levels to 55.2% as measured by KSA	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p> <p>KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a</p>	Continue and refine Professional Learning Communities with an intentional focus on sub-group populations addressing accommodations/differentiation.	Through their PDSA planning teachers will demonstrate how they are incorporating accommodations/differentiation to impact student achievement evidenced by: <ul style="list-style-type: none"> Planning Observations Data (interim, benchmark, formative, summative assessments) 	Weekly Planning and Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach) <ul style="list-style-type: none"> protocol and agenda schedule analyze assessments <ul style="list-style-type: none"> common formative common summative diagnostics/screeners benchmarks 	N/A
		Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4) <ul style="list-style-type: none"> SIOP Close Reading Precise Language Math Thinking Maps 	Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.	School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings. <ul style="list-style-type: none"> Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist) <ul style="list-style-type: none"> protocol schedule based on a cycle determined by planning and walkthrough data 	- Title I

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	culture where learning and continued growth is the primary focus and foundation for all actions.			<p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will review and provide weekly feedback on instructional planning documents (PDSA).</p>	
		<p>Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3)</p> <p>PLC facilitators will lead data conversations through the use of the data protocol.</p>	<p>An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).</p> <p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decrease the number of students failing one or more courses as identified by the FCPS ROIS report.</p> <p>ELA and Math common unit assessments (6-8)</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none">Common Unit Assessment AnalysisPLC planning documents	N/A
		Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)	Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning	Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)	N/A

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			conversations, address needs of individual students or groups of students, and ensure curricular alignment.	<ul style="list-style-type: none">• Data protocols to analyze assessments<ul style="list-style-type: none">○ common formative○ common summative○ common unit assessment○ diagnostics/screeners○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.</p>	
		Utilize Co-Teaching Model to specifically address the needs of TSI identified sub-group population (Special Education).	Teachers will receive training on the Co-Teaching Model, Planning (PDSA) Implementation (observations of various co-teaching models) Data (common formative and summative assessment)	Staff and Administration will utilize: <ul style="list-style-type: none">• Short cycle PDSA• 30-60-90 Days• Walkthrough Data• Student Data	N/A

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

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, BSMS will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 52.5% as measured by KSA.	KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.	Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4) <ul style="list-style-type: none">• SIOP• Close Reading• Precise Language Math• Thinking Maps	Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.	School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings. <ul style="list-style-type: none">• Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)<ul style="list-style-type: none">○ protocol○ schedule○ based on a cycle determined by planning and walkthrough data During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.	N/A
	KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.				
	KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3) PLC facilitators will lead data conversations through the use of the data protocol. (IP2, EBP 3)	An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).	School leaders will review and provide weekly feedback on instructional planning documents.	N/A

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decreased the number of students failing one or more courses as identified by the FCPS ROIS report.</p> <p>Science and Social Studies common unit assessments (6-8). Assessments will include writing opportunities.</p>		
		Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)	Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning conversations, address needs of individual students or groups of students, and ensure curricular alignment.	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none">• Data protocols to analyze assessments<ul style="list-style-type: none">○ common formative○ common summative○ common unit assessment○ diagnostics/screeners○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member</p>	N/A

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				of the administrative team: principal or assistant principals.	
		Instructional coach to provide support for general education teachers to engage the Special Education population within the core content classes.	Increase opportunities for differentiation in Science, Social Studies and Writing.	Weekly PlanningPLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach) <ul style="list-style-type: none"> Planning protocols to analyze instructional strategies: <ul style="list-style-type: none"> evidence-based strategies differentiation Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, BSMS will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.	-Professional learning on evidence-based, high yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	-PDSA templates Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-Admin. and Instructional Coaches will monitor weekly through walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	-Establish common language structures to identify individual needs.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific	-PDSA templates -Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-Admin. and Instructional Coaches will monitor weekly through walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needs for tiered support within English Language Arts standards.			
Objective 2: By May 2025, BSMS will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.	-Establish consistent vertical alignment of standards and mathematical practices across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify and address tiered intervention needs.	-PDSA templates -Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-Admin. and Instructional Coaches will monitor weekly through walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards. -Use of co-teaching model in the math classroom	-Formative, Diagnostic, Interim Assessments -Walkthrough data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	Data PLCs focus on disaggregation of data including targeted student groups. Teachers will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) (IP 2, EBP 3)	Increased teachers utilization of results to inform instructional decisions, determine RtI and acceleration, and curricular adjustments.	School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs. <ul style="list-style-type: none">• Common Unit Assessment Analysis• PLC planning documents• PLC Minutes	Data PLCs focus on disaggregation of data including targeted student groups. Teachers will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) (IP 2, EBP 3)	N/A

4: English Learner Progress

By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.	Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To Strategies EL for students and integrating EL objectives.	<ul style="list-style-type: none">PLC MinutesPDSA PlansMAP Data	School leaders and Multilingual Coach will attend PLCs weekly as well as monitor and provide feedback on the PDSAs. <ul style="list-style-type: none">PLC MinutesLesson planning documentsInstructional activitiesAccommodations for each PSP levelCommon Formative AssessmentsCommon Unit AssessmentMAP Data Analysis Multilingual Coach will monitor the implementation of PSP's and instructional delivery during weekly classroom observations.	- N/A
	KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners. KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Multilingual Coach to provide support for general education teachers to engage multilingual learners within the core content classes.	Increase of SIOP strategies in the design and delivery of instruction.	Multilingual Coach will monitor the implementation of PSP's and instructional delivery during weekly classroom observations. <ul style="list-style-type: none">Walkthrough DataCoaching notes	-Title I

By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

By October 2028, Bryan Station Middle School will increase the Quality of School Climate and Safety indicator score to 70.2 as measured by KSA. (Current level is 58.1.)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score to 63.1 as measured by KSA.	KCWP 6: Establishing a Learning Culture and Environment	Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and teachers). (IP 1, EBP 4)	Increased awareness and understanding among staff and students on suicide prevention and anti-bullying curriculum.	<ul style="list-style-type: none"> The MTSS team will review and analyze the ROIS behavior data bi-weekly. Counselors, administration, the behavior coach, and social worker will monitorThe STOP TIPLINE reports daily. 	N/A
		Implementation of Support Staff led trainings for student and staff on Suicide Prevention and Anti-Bullying curriculum	Perception data will demonstrate a trend of improving.		
		Continued implementation and monitoring of school-wide behavioral support and reward system (PBIS). (IP 1, EBP 4)	Increased number of students participating in the PBIS rewards.	<ul style="list-style-type: none"> The MTSS team will review and analyze the ROIS behavior and PBIS data bi-weekly. School leaders will analyze student and staff survey data during administrative meetings. 	Title I Funding
		Behavior Management Coach staff position to coach and support PBIS initiative and teachers for classroom management and de-escalation strategies.			
		Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. (IP 1, EBP 4)	Decreased number of students needing to visit the RESET room.	<ul style="list-style-type: none"> The behavior management coach will monitor the RESET data weekly. 	General Title I

By October 2028, Bryan Station Middle School will increase the Quality of School Climate and Safety indicator score to 70.2 as measured by KSA. (Current level is 58.1.)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. (IP 1, EBP 4)		<ul style="list-style-type: none"> The MTSS Systems Review Team will review and analyze the ROIS behavior and PBIS data monthly. 	

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By October 2028, Bryan Station Middle School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, BSMS will have developed a FACE action plan.	Continue to implement and monitor the strategies developed in the plan.	Collaborate with the school team and FACE Lead to develop a focus for the current school year.	<ul style="list-style-type: none">Family SurveyParticipation of Staff and Families	<ul style="list-style-type: none">Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	<ul style="list-style-type: none">Title IDistrict General
		Execute the expectations established on the FACE action plan.	<ul style="list-style-type: none">Analyze pre and post-action planParticipation data of staff and families	<ul style="list-style-type: none">Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	<ul style="list-style-type: none">Title IDistrict General
		Provide professional learning to staff on evidence-based family community and engagement strategies and best practices.	<ul style="list-style-type: none">Participation of staffStaff Learning Feedback Form	<ul style="list-style-type: none">FACE Department will monitor the professional learning request form, and staff learning feedback form	<ul style="list-style-type: none">Title IDistrict General

Special Considerations for Targeted Support and Improvement (TSI)

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> <p>To ensure school leadership effectively addresses the needs of underperforming subgroups, we will prioritize ongoing professional development focused on equity-minded leadership, culturally responsive practices, and data-driven decision-making. By fostering strong collaborative leadership teams, we will empower leaders to work together to identify and implement targeted interventions. Additionally, we will provide coaching and mentoring opportunities to support leadership growth and development. Through a relentless focus on data analysis and continuous improvement, we will monitor progress and make data-informed decisions to drive accelerated, meaningful, and sustainable increases in student achievement for all students.</p>
Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Through data analysis of KSA data, universal screeners, MAP, and common unit assessment data, it was determined that the gap between our Special Education population and the majority was larger than other special populations. We identified several resource inequities that may contribute to underperformance among the Special Education population. These include:

- **Inconsistent access to grade level standards:** High numbers of Special Education students are assigned to resource math and/or reading and are not receiving access to grade level standards.
- **Inconsistent professional learning:** General education teachers and Special Education teachers assigned to Co-Teach Model courses lack the training of how to effectively implement the Co-Teaching Models.
- **Content and Pedagogy:** The professional learning will cover topics such as language acquisition techniques, culturally responsive teaching practice, differentiation strategies, and accommodations for the Special Education population in a co-teach classroom.
- **Ongoing Support:** We will continue to provide support and resources to General Education Teachers to reinforce their skills and knowledge in supporting the Special Education population effectively.
- **Collaboration Opportunities:** We will encourage collaboration and sharing of best practices among educators to foster a culture of continuous improvement in Special Education through release days.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

To review the learning culture for our targeted subgroup of students with IEPs, we conducted a comprehensive analysis using a Fishbone Diagram. This tool helped us identify the root causes of underperformance, categorizing them into controllable and uncontrollable factors. Through this process, we determined that a lack of consistent access to grade-level standards and instruction was a significant contributing factor. To address this issue, we will implement several strategies: 1) Provide professional development for both special education and general education teachers on co-teaching models to enhance collaborative

instruction. 2) Intentionally plan for optimal testing environments, including small group and one-on-one settings, to minimize distractions and encourage student performance. By addressing these root causes and implementing targeted interventions, we aim to create a more inclusive and supportive learning environment for our students with IEPs.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

The analysis of academic and non-academic data revealed several areas of need for our targeted subgroup of Special Education students. In terms of academic achievement, a significant decrease in science and math proficiency, particularly at the novice level, is a pressing concern. Additionally, while there was an increase in reading proficiency, there remains room for improvement. Regarding non-academic factors, the slight increase in school climate and safety is encouraging, but further efforts are needed to maintain and enhance this positive trend. To address these needs, we will implement evidence-based practices such as:

- 1. Targeted Academic Interventions: We will provide intensive, individualized instruction in math and science, utilizing small-group and one-on-one tutoring to address specific skill gaps.
- 2. Plan-Do-Study-Act Cycle: We will incorporate the PDSA cycle into our instructional practices to create more inclusive and accessible learning environments for all students, including those with disabilities.

3. Positive Behavioral Interventions and Supports (PBIS): We will continue to implement PBIS to promote positive behavior, reduce disciplinary referrals, and create a more supportive school climate.
4. Social-Emotional Learning (SEL): We will integrate SEL into our curriculum to help students develop the social and emotional skills necessary for academic success and well-being.

To ensure fidelity of implementation, we will utilize a variety of monitoring strategies, including:

- Monthly data reviews to track student progress and identify areas for improvement.
- Walkthrough data to assess the quality of instruction and implementation of evidence-based practices.
- Teacher surveys and interviews to gather feedback on challenges and successes.
- Student feedback through surveys and focus groups to gain insights into their learning experiences. By implementing these evidence-based practices and closely monitoring their impact, we aim to improve academic outcomes and create a more positive and supportive learning environment for our Special Education students.

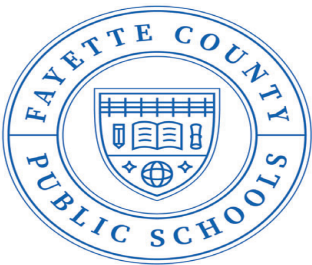
TSI Evidence-based Practices

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), 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 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
Routinely use a set of comprehension-building practices to help students make sense of the text through usage of Co-Teaching Models.	Vaughn, S., Gersten, R., Domino, J., Taylor, M.J., Newman-Gonchar, R., Krowka, S., Kieffer, M.J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yanez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grade 4-9 (WW 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ .	X
Professional Learning Communities (PLC)	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	X
EL Bilingual Instructional Coach/SIOP Coach	Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. <i>The Journal of Educational Research</i> , 99(4), 195-211. https://doi.org/10.3200/joer.99.4.195-211	X



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

State Assessment Results in Science/Social Studies/Writing: 71% of all students scored below proficiency in Social Studies, 84% of all students scored below proficiency in Social Studies, 78% of all students scored below proficiency in Combined Writing

72.5% of African American students, 68.7% of EL students, and 88.7% of Students with Disabilities scored below proficiency in Reading.

82.1% of African American students, 81.6% of EL students, and 92.2% of Students with Disabilities scored below proficiency in Math.

The high number of students indicated in our data that are not meeting proficiency suggests that we need to continue to improve Tier I instruction.

Needs Assessment: Processes, Practices, or Conditions

PLC (collaborative planning), PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), WIN rotations – focus on grade level academics and interventions.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.3	10.5
State Assessment Results in science, social studies, and writing	42.8	6.0
English Learner Progress	41.3	27.2
Quality of School Climate and Safety	60.8	1.1

1: State Assessment Results in Reading and Mathematics

By October 2028, Crawford Middle School will increase the overall index of combined reading and math from 53.3 to 58.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase reading proficiency to 60% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, Kagan strategies,	PDSA, Walkthrough data, WIN data	Sec. 6
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
By 2025, Crawford Middle School will increase math proficiency to 40% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6

By October 2028, Crawford Middle School will increase the overall index of combined reading and math from 53.3 to 58.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Release days with district specialists for Science, Social Studies, & ELA			
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A

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

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase Science proficiency to 25% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A	
By 2025, Crawford Middle School will increase Social Studies proficiency to 40% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A	
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A	

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By 2025, Crawford Middle School will increase Combined Writing proficiency to 35% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A	
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By 2025, Crawford Middle School will increase proficiency for AA students in reading to 35%	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning	PDSA, PLC Minutes, Walkthrough data	N/A	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
as measured by KSA. By 2025, Crawford Middle School will increase proficiency for AA students in math to 23% as measured by KSA.		students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	intention, success criteria and student activities that meet the rigor of the standard			
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data	N/A	
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A	
By 2025, Crawford Middle School will increase proficiency for SPED students in reading to 20% as measured by KSA. By 2025, Crawford Middle School will increase proficiency for SPED	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
students in math to 20% as measured by KSA.	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data	N/A	
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A	
By 2025, Crawford Middle School will increase proficiency for EL students in reading to 40% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A	
By 2025, Crawford Middle School will increase proficiency for EL students in Math to 25% as measured by KSA.		PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and	PDSA, Walkthrough data, WIN data	N/A	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
			checks for understanding			
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data	N/A	
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A	

4: English Learner Progress

By 2028, Crawford Middle School will grow our English Learner Progress Indicator to 73 as measured by ACCESS.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By 2025, Crawford Middle School will grow our English Learner Progress Indicator from 68.5 to 70 as measured by ACCESS.	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A	
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A	
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data	N/A	

By 2028, Crawford Middle School will grow our English Learner Progress Indicator to 73 as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

5: Quality of School Climate and Safety

By 2028, Crawford Middle School will increase belonging to 70.2					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase the quality of school climate and safety index to 65 as measured by KSA	KCWP 5 - Design, Align & Deliver Supports	Staff and students will participate in Leader in Me to promote belonging and inclusion	Student surveys reflect positive climate, decrease in peer conflict	eOS, survey data, MTSS/PBIS data	Title 1
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

8: Family Engagement

By May 2025, CMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, CMS will have a a FACE action plan.	Continue to implement and monitor the strategies developed in the plan	-Collaborate with the FACE Lead to develop a focus for the current school year. -Execute the expectations established on the FACE action plan. -Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	Family Surveys -Participation of Staff and Families Analyze pre and post-action plan data -Participate data of staff and families -Participation of Staff -Staff Learning Feedback form	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title 1 Family Engagement

By May 2025, CMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Family Nights, Roundtables, parents/guardians serve on committees,			

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



2024-2025

Goal 1: State Assessment Results in Reading and Math (3-year goal): The percent of students scoring proficient/distinguished in reading will increase from 66% in 2022 to 72% in 2025 (2-point annual gain) and the percent of students scoring proficient/distinguished in math will increase from 61% in 2022 to 67% in 2025 (2-point annual gain) as measured by KSA.								
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of students scoring proficient/distinguished in reading will increase from 70% in 2024 to 72% in 2025 (2-point gain) as measured by A. <i>Must make up the one point that was not met in 2023.</i> 2022: 66% 2023: 67% (+1) 2024: 70% (+3) 2025: *Current progress %	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 2: The percent of students scoring proficient/distinguished in math will increase from 63% in 2024 to 67% in 2025 (4-point gain) as measured by KSA. <i>Must make up the two points that were not met in 2024.</i> 2022: 61% 2023: 62% (+1) 2024: 63% (+1) 2025	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Goal 2: State Assessment Results in Science, Social Studies, and Writing (3-year goal): The percent of students scoring proficient/distinguished in science will increase from 37.0% in 2022 to 43.0% (2-point annual gain) in 2025 as measured by KSA. The percent of students scoring proficient/distinguished in combined writing will increase from 71% in 2022 to 82% in 2025 (2-point annual gain) as measured by KSA. The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 68% in 2025 (2-point annual gain).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of students scoring proficient/distinguished in science will increase from 42% in 2024 to 43% in 2025 (1-point gain) as measured by KSA. 2022: 37% 2023: 34% (-3%) 2024: 42% (+8%) 2025:	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of students proficient/distinguished in writing will increase from 80% in 2024 to 82% in 2024 (2-point gain) as measured by KSA.</p> <p>2022: 74% 2023: 75% (+1) 2024:80% (+5) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from 61% in 2024 to 68% in 2025 (7-point gain) as measured by KSA. <i>Must make up for a 2-point loss in 2024.</i></p> <p>2022: 62% 2023: 56% (-6) 2024:61% (+5) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Goal 3: Achievement Gap Goal (3-year goal): The percentage of African American students scoring novice in reading will decrease from **27% in 2022 to 21% (2-point annual decrease)** in 2025 as measured by KSA. The percentage of African American students scoring novice in math will decrease from **36% in 2022 to 26% in 2025 (2-point annual decrease)** as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of African American students scoring novice in reading will decrease from 27% in 2024 to 21% in 2025 (6-point decrease) as measured by KSA. <i>Must make up THREE point gain in 2024.</i></p> <p>2022: 27% 2023: 26% (-1) 2024: 27% (+1) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Group, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of African American students scoring novice in math will decrease from 28% in 2024 to 26% in 2025 (2-point decrease) as measured by KSA.</p> <p>2022: 36% 2023: 34% (-2) 2024: 28% (-6) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Goal 4: Achievement Gap Goal (3-year goal): The percent of special education students scoring novice in reading will decrease from **52%** in 2022 to **36%** (2-point annual decrease) in 2025 as measured by KSA. The percent of special education students scoring novice in math will decrease from **49%** in 2022 to **43%** (2-point annual decrease) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of special education students scoring novice in reading will decrease from 38% in 2024 to 36% in 2025 (2-point decrease) as measured by KSA. <i>Must make up for one point gain from 2023.</i></p> <p>2022: 52% 2023: 51% (-1) 2024: 38% (-13) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of special education students scoring novice in math will decrease from 38% in 2024 to 36% in 2025 (2-point decrease) as measured by KSA.</p> <p>2022: 49% 2023: 52% (+3) 2024: 38% (-14) 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA too				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district Pear assessment assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district Pear assessment assessments	Completed data analysis tool and review with admin				District assessment funds for Pear assessment platform
Progress monitoring key:	Not started	In progress	Completed					

Goal 5: English Learner Progress (3-year goal): The ELL index will increase from 46.7 to 53.1 by 2025 (3.2 point annual gain). *2022 3-year goal was met in 2023. A new two-year goal set in 2023 in order for all goals to end in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The ELL index will increase from 33.2 in 2024 to 53.1 as measured by KSA by 2024 (19.9 point gain). 2022: 35.4 2023: 46.7 (+11.3) 2024:33.2 (-13.5) 2025:	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
		Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results				District assessment funds for Pear assessment platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
Progress monitoring key:	Not started	In progress	Completed					

Goal 6: Quality of School Climate and Safety (3-year goal): The Climate Index will increase from **73.5 in 2022** to **79.5 in 2025** as measured by KSA (2 point annual increase). The Safety Index will increase from **68.3 in 2022** to **74.3 in 2025** as measured by KSA (2 point annual increase).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The Climate Index will increase from 71.5 in 2024 to 79.5 in 2025 as measured by KSA. (8-point annual increase). <i>Must make up for 1.1 decrease in 2024.</i> 2022: 73.5 2023: 72.6 (-.9) 2024: 71.5 (-1.1) 2025:	KCWP 5: Design, Align and Deliver Support	Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.	Decrease in repeat conflicts after mediation	Daily office referrals, eOS infractions				N/A
		The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.	Percentage of students who exit tiered services	Tier 2 and Tier 3 in class data from Reading Plus and iReady				N/A
	KCWP 6: Establishing Learning Culture and Environment	The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.	Student voice survey indicate 80% or higher student satisfaction with the program experience	Student voice surveys				N/A
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				N/A
Progress monitoring key:	Not started	In progress	Completed					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 2: The Safety Index will increase from 66.8 in 2024 to 74.3 in 2024 as measured by KSA (1.6-point decrease). <i>Must make up for 2.7 decrease.</i> 2022: 68.3 2023: 67.2 (-1.1) 2024: 66.8 (-1.6) 2025:	KCWP 5: Design, Align and Deliver Support	Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.	Decrease in repeat conflicts after mediation	Daily office referrals, eOS infractions				N/A
		The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.	Percentage of students who exit tiered services	Tier 2 and Tier 3 in class data from Reading Plus and iReady				N/A
	KCWP 6: Establishing Learning Culture and Environment	The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.	Student voice survey indicate 80% or higher student satisfaction with the program experience	Student voice surveys				N/A
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				N/A
Progress monitoring key:	Not started	In progress	Completed					

Goal 7: Workplace Conditions (4-year goal): The School Climate section of the Kentucky Impact Working Conditions survey will increase from **47% favorable** in 2021 to **80% favorable** in 2025. (8.3-point annual gain)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The School Climate Section of the Kentucky Impact Working Conditions Survey will increase from 79% in 2023 to 80% in 2025 as measured by the Impact survey. 2021: 47% 2023: 79% 2025:	KCWP 6: Establishing Learning Culture and Environment	Staff will attend Enneagram training with Dr. Lynn Buckles	Foundations survey data, Plus/Delta feedback	Training will be completed August 4, 2022				ESSER II funding- \$1200
		Staff will attend follow up sessions focused on using Enneagram results to improve communication and collaboration	Foundations survey data, Plus/Delta feedback	Trainings will be held in September, November, February, and April				ESSER II funding, \$1200
	KCWP 5: Design, Align, and Deliver Support Processes	Teachers with three or less years experience will be provided an administrator, an in-school mentor and an out-of-school advisor (retired teacher) who will conduct three observation and feedback sessions per year. The three observers will meet as a committee with the teacher three times per year.	Observation feedback Walkthrough data Observation data Temperature check surveys	Three observations per year per observer Three committee meetings per year				N/A
		Teachers with more than three years experience but new to Hayes will receive an in-house mentor to meet and provide support	Observation feedback Walkthrough data Observation data Temperature check surveys	Weekly meeting with mentor				N/A
		The onboarding committee will develop activities and structures for new hires throughout the year	Temperature check surveys	Quarterly activities				N/A
	KCWP 6: Establishing Learning Culture and Environment	Analyze data from MAP, KSA, Foundations, TELL, etc. to determine committee inception and charges.	Committee creation and assignment	Annually through May 31, 2022				N/A
		Teachers and staff participate in committees in which they choose, based on interest and need.	Member signup	Annually through May 31, 2022				N/A
		Committees will meet monthly to develop initiatives and structures to target committee charges.	Monthly Meeting Minutes	Monthly through May 31, 2022				N/A
Progress monitoring key:	Not started	In progress	Completed					

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

NOTE: WE ARE ELECTING TO KEEP THIS SECTION, SINCE STUDENTS WITH SPECIAL NEEDS IS STILL A PRIORITY FOR OUR SCHOOL. IN ADDITION, THE ACTIVITIES LISTED BELOW ARE STILL BEING MONITORED IN OUR SCHOOL.

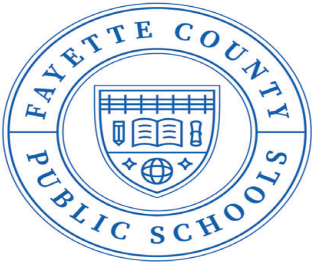
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: We will implement a learning cycle workshop that begins with PD and moves to the implementation and impact review. This will ensure administration is embedded in the work with the teachers as we systematically review student achievement data both formatively and summatively.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: Annually, department chairs work with their departments to construct budget requests to submit to the SBDM council. The council works with the principal to develop a final budget from these requests. Department chairs may choose to make specific requests to change requests. Based on assessment data, we use other funds, such as ESS, to provide additional resources to underperforming subgroups or programs. For example, we used a Day Time Waiver to provide additional MTSS support.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: Annually, we administer the Foundations survey to parents, students, and staff to measure our culture and climate. The administration team then aligns this data with district family survey data and the Impact Kentucky survey data to see trends. We use this data to develop goals for our school based on culture and climate.
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: We have identified our Special Needs and African American populations as areas of need. Below is a list of evidence based practices we will use.
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teachers will use the PDSA process	A Primer for Continuous Improvement in Schools and District: White Paper	<input checked="" type="checkbox"/>
Teachers will be trained on the Continuous Classroom Improvement model	Shipley, J. (2020). Continuous Classroom Improvement. 3rd Edition. First steps in using a systems approach to improve learning results.	<input type="checkbox"/>
Teachers will embed engagement strategies into daily instruction	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Winter 2014. www.KaganOnline.com Gradone, D. <i>Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Issue #53.	<input type="checkbox"/>
Reading Plus will be used as an intervention reading program for Tiers 2 and 3	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc. Habler, B., Major, L. & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. <i>Journal of Computer Assisted Learning</i> . Retrieved April 24, 2019, from https://onlinelibrary.wiley.com/journal/13652729 .	<input type="checkbox"/>
Orton Gillingham will be used an intervention reading program for Tier 3	Orton Gillingham and Orton Gillingham-Based Reading Instruction: A Review of the Literature Bhat, P., Rapport, M.J., & Griffin, C.C. (2000). A legal perspective on the use of specific reading methods for students with learning disabilities. <i>Learning Disability Quarterly</i> , 23, 283—297. Biasotto, V.L. (1993). Project ASSIST Institute: An Orton-Gillingham/ Spalding based curriculum for teachers and volunteers. <i>Annals of Dyslexia</i> , 43, 260—270. Brown, V., Hammill, D.D., & Wiederholt, J. (1978). <i>The Test of Reading Comprehension</i> . Austin, TX: PRO-ED.	<input type="checkbox"/>
iReady will be used an intervention math program for Tiers 2 and 3	Impact Evaluation Mathematics i-Ready iReady Reading K-3 Diagnostic Approved by KDE iReady Commissioned Report	<input type="checkbox"/>
MDIS Black Box will be used an intervention math program for Tiers 2 and 3	https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Heinauer_Stephen.pdf	<input type="checkbox"/>
Teacher Clarity	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i> , 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. npj Science of Learning. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model	<input type="checkbox"/>
Affinity groups in education	Sharrica Miller, Stephanie Vaughn, Evidence-Based Guidelines for Creating Affinity Groups in Nursing Programs, Teaching and Learning in Nursing, Volume 18, Issue 4, 2023, Pages 503-507,	



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs) <ul style="list-style-type: none">PLCs will use a PDSA model effectively to improve student learning.
Focus Area 2: Assessment <ul style="list-style-type: none">Develop a balanced assessment system.
Focus Area 3: Acceleration <ul style="list-style-type: none">Develop and implement standard-based instruction to accelerate learning.
Focus Area 4: Culture and Climate <ul style="list-style-type: none">Provide systematic support to meet students’ academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	75.2	+0.3
State Assessment Results in science, social studies, and writing	70.8	+1.4
English Learner Progress	28.7	-3.1
Quality of School Climate and Safety	67.2	+1.0
Postsecondary Readiness - <i>High School only</i>	NA	NA
Graduation Rate - <i>High School only</i>	NA	NA

1: State Assessment Results in Reading and Mathematics

By October 2028, Jessie Clark Middle School will increase the overall index of combined reading and math from 75.2 to 80.2.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Reading to 63% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on close reading and other reading strategies.	Within the curriculum and across the school day, balance close reading and other types of reading instruction (volume of reading, reading to build content, etc.) to equip students with the knowledge and skills needed to become strong readers.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
By May 2025, Jessie Clark Middle School will increase P/D in Math to 59% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on questioning and varying forms of formative assessment.	Pose high-quality questions and problems to engage students in meaningful work and discussion and deliberately check for understanding.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

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

By October 2028, Jessie Clark Middle School will increase the overall index of combined science, social studies and writing from 70.8 to 75.8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Science to 45% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	PLC's will design learning activities reflective of the learning intentions and success criteria.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
By May 2025, Jessie Clark Middle School will increase P/D in Social Studies to 60% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	PLC's will design learning activities reflective of the learning intentions and success criteria.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

By October 2028, Jessie Clark Middle School will increase the overall index of combined science, social studies and writing from 70.8 to 75.8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase P/D in Combined Writing to 63%as measured by KSA .	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Professional learning on standards-based instruction.	Integrate reading, writing, and content (science + social studies) with a focus on short answer and extended response.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will decrease novice in Reading to 15% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Implement academic MTSS plan that provides support for students who do not qualify for Tier 2 or 3 RTI, but struggle with acquisition of content.	Design and implement a support course for students who do not qualify for RTI.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will decrease novice in Math to 15% as measured by KSA.	Professional learning for PDSA model to include Backward design and formative assessment	Teachers will disaggregate summative and formative assessment data for individual students and targeted student groups to create next steps for students needing intervention to achieve mastery of the standards.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay
	Implement academic MTSS plan that provides support for students who do not qualify for Tier 2 or 3 RTI, but struggle with acquisition of content.	Design and implement a support course for students who do not qualify for RTI.	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

4: English Learner Progress

By October 2028, every learner will increase their ACCESS composite score by 0.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Jessie Clark Middle School will increase the English Learner Progress score to 45.	Professional learning on scaffolding instruction to support English Learners	EL teachers will participate in PLC’s and push in to provide support for EL students in the content area	-FCPS benchmark, formative, summative (unit), and interim assessments -Walkthrough data	School administrators and department chairs will monitor through PLC data meetings and walkthroughs	School level professional development funds from Sec. 6 Instructional budget Supplemental Pay

5: Quality of School Climate and Safety

By October 2028, Jessie Clark Middle School will increase the Quality of School Climate and Safety index score from 67.2 to 70.2.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Jessie Clark Middle School will increase the quality of school climate and safety index to 75 as measured by KSA.	Increase student voice, provide more mentoring opportunities, and student groups	Implement a student mentoring program using the WEB platform for 8th graders to mentor our 6th grade students.	Quality School and Climate Survey results	School administrators and FRYSC will monitor through survey data	School level professional development funds from Sec. 6 Instructional budget
	PBIS Tier 1 Refresher	Strengthen PBIS Tier 1 Behavior Recognition and Rewards for students.	Quality School and Climate Survey results	School administrators and FRYSC will monitor through survey data	School level professional development funds from Sec. 6 Instructional budget

6: Family Engagement

By May 2028, JCMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, JCMS will develop a Family and Community Engagement Plan.	Implement the strategies developed in the plan	Develop a focus and short-term goals for implementation of FACE plan.	Family Survey Participation in school events	Principal, FACE lead	

Special Considerations for Targeted Support and Improvement (TSI) - Not applicable

Components of Turnaround Leadership Development and Support:
<div>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?</div> <div>Response:</div>

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

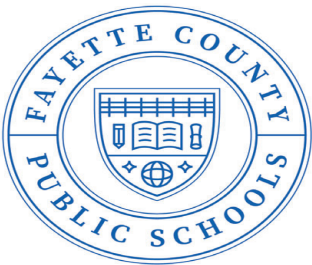
The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), 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 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
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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"/>
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Leestown Middle School will continue to focus on increasing Math and Reading indices for students with disabilities (20.2 and 22.6, respectively). Currently, we have only 12% of our students with disabilities at the proficient or distinguished level in Reading and 7% scoring proficient or distinguished in Math.

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.7 Green	0.4 Increase
State Assessment Results in science, social studies, and writing	61.2 Green	1.9 Increase
English Learner Progress	37.9 Green	4.5 Increase
Quality of School Climate and Safety	68.6 Green	0.4 Increase
Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

1: State Assessment Results in Reading and Mathematics

By 2028, Leestown Middle School will increase the overall index of combined reading and math from 63.7 to 68.7 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase P/D in Reading to 60%.	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none">Fall and Spring Self-Assessment (as stated in PLC Framework)PLC Efficacy Rubric	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor self-assessment from School Leadership Teams.	N/A
	KCWP 3	Instructional leaders will attend and lead professional learning and networking opportunities to implement data analysis processes to plan standards based instruction and respond to student learning to increase student self-efficacy.	Measures of success: <ul style="list-style-type: none">Common Unit Assessment Data	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
By 2025, <i>Leestown Middle School</i> will increase P/D in Math to 55%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	Measures of success: <ul style="list-style-type: none">Completed backward design process (output) with input from experts in diverse learners	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A

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

By 2025, <i>Leestown Middle School</i> will increase the overall index of combined science/social studies/writing from 61.2 to 66.2 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase P/D in Science to 45%.	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	Measures of success: <ul style="list-style-type: none">Completed backward design process (output) with input from experts in diverse learners	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
By 2025, <i>Leestown Middle School</i> will increase P/D in Social Studies to 60%	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally	Measures of success: <ul style="list-style-type: none">Fall and Spring Self-Assess ment (as	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor self-assessment from School Leadership Teams. District	N/A

By 2025, *Leestown Middle School* will increase the overall index of combined science/social studies/writing from 61.2 to 66.2 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		responsive teaching and learning practice.	stated in PLC Framework) <ul style="list-style-type: none">• PLC Efficacy Rubric	leaders will also meet with social studies teachers to ensure best practices.	
By 2025, <i>Leestown Middle School</i> will increase P/D in Combined Writing to 60%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">• Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">• Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none">• Fall and Spring Self-Assessment (as stated in PLC Framework)• PLC Efficacy Rubric	Progress Monitoring: <ul style="list-style-type: none">• Administrators will monitor self-assessment from School Leadership Teams.	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will decrease novice in Reading to 15%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none">Assessment data, MAP scores, Tier 2 documents (including student tier forms)	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor through MTSS meetings as well as classroom walkthroughs.	N/A
By 2025, <i>Leestown Middle School</i> will decrease novice in Math to 15%	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none">Assessment data, MAP scores, Tier 2 documents (including student tier forms)	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor through MTSS meetings as well as classroom walkthroughs.	N/A

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By 2025, <i>Leestown Middle School</i> will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit) for all EL students.	Measures of success: <ul style="list-style-type: none">Rubrics, data protocol documents for each unit of study	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.	N/A	
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none">Assessment data, MAP scores, Tier 2 documents (including student tier forms)	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor through MTSS meetings as well as classroom walkthroughs.	N/A	
	KWCP 2	Make sure to employ SIOP strategies in all classes, providing all certified teachers appropriate professional development.	Measures of success: <ul style="list-style-type: none">Walkthrough dataProfessional Learning materials	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor through classroom walkthroughs and supervise professional learning.	N/A	

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase the quality of school climate and safety index to 84.8 as measured by KSA. Current level is 68.6.	KCWP 6: Establishing Learning Culture and Environment	Continue to prioritize 2 out of our 3 Big Rocks: Creating Connections with Students and Meeting Needs of Diverse Learners.	Measures of success: <ul style="list-style-type: none">Walkthrough dataProfessional Learning materials	Progress Monitoring: <ul style="list-style-type: none">Walkthrough dataSEL LessonsFamily Contacts	
		Design Support Team agendas and outcomes that focus on inclusive and accessible instruction, identifying students who are struggling with behavior, academics, or attendance.	Measures of success: <ul style="list-style-type: none">Support Team meeting minutesPBIS Team minutesBehavior DataAttendance Data	Progress Monitoring: <ul style="list-style-type: none">Administrators will monitor through Support Team and PBIS meetings to make sure we are making progress with all students.	

6: Postsecondary Readiness- N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate- N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2025, 100% of schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, 100% of schools will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff a-Participation of Staff	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based	-Participation of Staff -Staff Learning	-FACE Department will monitor the professional learning request form,	-Title I -General

By May 2025, 100% of schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		family community and engagement strategies and best practices	Feedback form	and staff learning feedback form	
		Continue the use of Talking Points school-wide, which has an ESSA rating of promising.	-Number of Family Contacts		

Special Considerations for Targeted Support and Improvement (TSI)

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: School leadership consistently collaborates with district leadership to ensure that our implementation strategies are aligned to district protocols and priorities. The Instructional Leadership Team meets monthly to discuss implementation of Learning Walks, Instructional Rounds as well as PLC best practices. Leadership teams prioritize assessment literacy as well for professional learning.</p>

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: By ensuring that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs, we will be certain that the right resources are being directed at the right students. At Leestown we have carefully selected instructional materials as well as teachers for our Tier 2 Intervention classes, and at least once a month the grade level meets to use data to determine eligibility so that we are targeting the neediest students. We have worked diligently to develop a fluid process and schedule that allows students to move in and out of intervention classes as needed. SBDM also meets monthly to ensure that we are hiring appropriately given the needs of students at that time.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: As a school, we believe that success is a result of not only identifying strategies but also in monitoring their implementation. To review the learning culture, we invited special education teachers to dissect data and look for possible improvements. We also have been incorporating special education teachers in PLC conversations as much as possible, and creating time and space for teachers to collaborate. Co-teaching is an important structure for both targeted subgroups (English learners as well as students with disabilities).

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Our goal is that students all with IEPs will show significant growth on academic assessments. We would like for each student to grow at least one performance rating (example: novice to apprentice) in math and reading, comparing 23-24 and 24-25 KSA Data. In order to do this, the teachers in the special education department will identify students who have the potential to show improvement, then teachers will meet with those identified students to discuss data, and advocate for their needs including classroom strategies that work for that student. Teachers will track progress on assessments. In addition, PLCs and walkthroughs will continue to focus on “meeting the needs of diverse learners” through various evidence-based instructional practices, while imploring the TNTP goal that all students have access to on-grade level assignments and assessments.

TSI 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), 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 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
SIOP (sheltered instruction observation protocol) professional development and implementation for all certified staff to support diverse learners	<p>Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. Teaching and Teacher Education 26, 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners:European Journal of English Language Teaching, 6 (2), 39-53.</p> <p>Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.</p>	<input checked="" type="checkbox"/>
Walkthrough monitoring tools aligned to the TNTP Opportunity Myth focusing on engagement, instruction, grade-level tasks, and high expectations	<p>TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Leng Them Down— and How to Fix It. Classroom Walkthroughs Where data-gathering and relationship-building meet for school improvement hps://files.eric.ed.gov/fulltext/ED611283.pdf</p>	<input type="checkbox"/>
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1. Kentucky Summative Assessment Reading and Math

Goal 1:Proficiency: Improve Proficiency in Reading from 31% to 65% and improve Math Proficiency from 22% to 60% by May 2028 as measured by KSA.					
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2025 Reading P/D from 31% to 35%	KCWP 1: Design and Deploy Standard- Ensure the curriculum is fully aligned with state reading standards. KCWP 2: Design and Deliver Instruction- Implement differentiated instructional practices tailored to formative assessment data. KCWP 4: Review, Analyze, and Apply Data- Regularly analyze formative and summative assessment data to identify trends and gaps.	<ul style="list-style-type: none">Conduct PLCs to deconstruct reading standards and collaboratively plan lessons.Collaboratively adapt and expand the district provided curriculum to allow appropriate state standard measure.Implement targeted small group interventions during FLEX periods.Utilize digital platforms like iXLfor personalized reading practice.Provide professional development on evidence-based reading strategies (e.g., close reading, reciprocal teaching).	<ul style="list-style-type: none">Increase in MAP growth scores and interim benchmark results for reading.Percentage of students moving from "Novice" to "Apprentice" or higher.	<ul style="list-style-type: none">Weekly PLC meetings for data review.Bi-weekly checks of intervention logs and progress reports.Quarterly MAP assessments.	Title I for professional development and potential digital resources.
Objective 2:	KCWP 2: Design and Deliver Instruction- Introduce scaffolded	<ul style="list-style-type: none">Develop targeted math intervention groups for Tier 2 and Tier 3 students.Utilize resources like iXL for skill reinforcement.	<ul style="list-style-type: none">Increased scores on formative math assessments and MAP benchmarks.	<ul style="list-style-type: none">Weekly review of intervention progress in PLCs.	Title II for professional

Increase 2025 Math P/D from 22% to 25%	math lessons addressing prerequisite skills. KCWP 3: Design and Deliver Assessment Literacy- Use item analysis of assessments to pinpoint and address specific weaknesses. KCWP 5: Design, Align, and Deliver Support- Provide additional tiered support for struggling students.	<ul style="list-style-type: none">● Implement weekly spiral reviews focusing on priority standards.● Collaboratively adapt and expand the district provided curriculum to allow appropriate state standard measure.	<ul style="list-style-type: none">● Reduced number of students failing to demonstrate mastery on interim assessments.	<ul style="list-style-type: none">● Monthly analysis of math practice data from digital tools.	development in math instruction. School improvement grants for additional intervention materials.
Objective 3: Decrease 2025 Novice Reading from 46% to 40%	KCWP 5: Design, Align, and Deliver Support- Establish a multi-tiered system of supports (MTSS) for reading interventions. KCWP 6: Establish Learning Culture and Environment- Build a school-wide focus on literacy, including reading challenges and incentives.	<ul style="list-style-type: none">● Implement a blended learning model where teachers use formative and summative assessment data to create flexible, skill-based small groups for targeted instruction.<ul style="list-style-type: none">○ Use digital tools (e.g., Canvas, IXL) to differentiate content delivery and track individual progress.○ Rotate groups through teacher-led instruction, peer collaboration, and independent digital practice.● Provide professional development for teachers on effective grouping strategies and data analysis techniques to ensure instruction aligns with individual student needs.● Offer family literacy nights to engage parents in supporting at-home reading and digital learning.	<ul style="list-style-type: none">● Reduction in the number of students identified as "Novice" on interim assessments.● Improved engagement metrics, such as minutes logged in digital learning platforms and completion of targeted group assignments.	<ul style="list-style-type: none">● Weekly review of small group progress in PLCs.● Bi-weekly assessment of digital learning platform usage reports.	Title I for intervention programs and digital learning tools. Title II for professional development on blended learning strategies.
Objective 4: Decrease 2025 Novice Math from 50% to 45%	KCWP 2: Design and Deliver Instruction- Integrate arts-based instructional strategies to engage students in exploring mathematical concepts through creative approaches. KCWP 5: Design, Align, and Deliver Support- Use targeted arts integration activities to support conceptual understanding for struggling students.	<ul style="list-style-type: none">● Incorporate arts-based strategies into math instruction.● Provide professional development for teachers on integrating arts into math lessons to reinforce key concepts in ways that connect with multiple learning styles.● Develop interdisciplinary projects combining math with arts subjects, such as creating scale models or budgeting for theatrical productions.● Utilize arts integration during intervention blocks, allowing students to reimagine math concepts in creative and meaningful ways.	<ul style="list-style-type: none">● Decrease in the percentage of students scoring "Novice" on formative and summative math assessments.● Increased student engagement and participation in math lessons as measured by walkthrough observations and surveys.	<ul style="list-style-type: none">● Quarterly review of math lesson plans to ensure inclusion of arts integration.● Monthly review of formative assessment data to evaluate the impact of arts integration on student performance.	Grant funding for professional development in arts integration. Local arts partnerships to support projects and resources.

2. Kentucky Summative Assessment Separate Academic Indicator (Combined Science, Social Studies and Combined Writing)

Goal 2: Separate Academic Indicator: By 2028, LTMS will increase Science proficiency level from 7% to 50%; increase Social Studies proficiency level from 28% to 65%; and increase Combined Writing proficiency from 45% to 65% as measured by KSA.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2025 Science P/D from 7% to 15%	KCWP 2: Design and Deliver Instruction- Maximize block scheduling to engage students in extended scientific investigations using the scientific process. KCWP 3: Design and Deliver Assessment Literacy- Use formative assessments to monitor and adjust instruction in real time. KCWP 6: Establish Learning Culture and Environment- Cultivate curiosity by fostering inquiry-based learning and hands-on exploration.	<ul style="list-style-type: none">Maximize block schedule to deepen engagement:<ul style="list-style-type: none">Plan extended experiments and investigations where students can complete all stages of the scientific process (questioning, hypothesizing, experimenting, analyzing, and concluding) in one or two class periods.Utilize Amplify’s curriculum to guide student-led inquiries and provide real-time feedback during investigations.Incorporate scientific discourse and peer review:<ul style="list-style-type: none">Allocate time for students to present findings, critique peer work, and refine conclusions.Provide professional development on structuring block schedule lessons for rigorous scientific inquiry.	<ul style="list-style-type: none">Increased proficiency rates on state science assessments.Improved quality of student-designed experiments and scientific reports, as assessed by shared rubrics.Higher engagement in science activities as measured by student surveys and participation rates.	<ul style="list-style-type: none">Bi-weekly review of experiment rubrics and writing samples during PLC meetings.	Title II for collaborative training between science and writing teachers.

		<ul style="list-style-type: none">● Develop cross-curricular lessons with math and writing to reinforce data collection, analysis, and communication of scientific findings:<ul style="list-style-type: none">○ Collaborate with the writing teacher to teach students how to structure and write scientific reports, including an introduction, methods, results, and conclusion.○ Focus on Claim-Evidence-Reasoning (CER) strategies with the writing teacher providing targeted instruction and peer review opportunities.○ Develop a shared rubric between science and writing teachers to assess the technical accuracy of findings and quality of written communication.			
Objective 2: Increase 2025 Social Studies P/D from 28% to 30%	KCWP 1: Design and Deploy Standards- Ensure the curriculum is fully aligned with state standards, emphasizing critical thinking and analytical skills. KCWP 3: Design and Deliver Assessment Literacy- Use formative assessments such as document-based questions (DBQs) and primary source analysis to gauge student understanding. KCWP 6: Establish Learning Culture and Environment- Foster engagement through inquiry-based learning, debates, and discussions around historical and contemporary topics.	<ul style="list-style-type: none">● Integrate primary source analysis into daily instruction:<ul style="list-style-type: none">○ Use diverse primary and secondary sources to teach students how to critically analyze historical events.○ Provide explicit instruction on sourcing, contextualization, and corroboration strategies.○ Include group work to evaluate sources and collaboratively draw conclusions.● Implement student-centered learning strategies:<ul style="list-style-type: none">○ Use inquiry-based methods, such as Socratic seminars and project-based learning (PBL), to allow students to explore historical questions and build arguments.○ Develop classroom debates and discussions on historical and modern issues to promote active engagement and critical thinking.● Provide professional development for teachers:<ul style="list-style-type: none">○ Offer training on integrating literacy strategies, such as annotating texts and summarizing arguments, into social studies lessons.○ Focus on creating interdisciplinary connections, particularly with writing and English Language Arts, to strengthen students’ argumentative writing skills.● Develop cross-curricular projects with writing teachers:<ul style="list-style-type: none">○ Collaborate on assignments that combine social studies content with structured writing tasks, such as crafting	<ul style="list-style-type: none">● Improved performance on DBQs and formative writing assessments tied to social studies standards.● Increase in the percentage of students scoring Proficient or Distinguished on state social studies assessments.	<ul style="list-style-type: none">● Weekly analysis of formative assessments, including DBQs and exit tickets, in PLC meetings.● Monthly review of student performance on writing tasks related to social studies.● Quarterly analysis of benchmark assessments.	Local Partnerships- Funding for guest speakers, museum visits, or historical simulations.

		<p>persuasive essays or opinion editorials based on historical events.</p> <ul style="list-style-type: none">○ Use a shared rubric across subjects to ensure alignment of expectations and feedback.			
<p>Objective 3: Increase 2025 Combined Writing P/D from 45% to 50%.</p>	<p>KCWP 2: Design and Deliver Instruction- Focus on explicit writing instruction that aligns with state standards and incorporates strategies like Claim-Evidence-Reasoning (CER) and argumentative writing.</p> <p>KCWP 3: Design and Deliver Assessment Literacy- Use consistent, standards-aligned rubrics for formative and summative writing assessments.</p> <p>KCWP 6: Establish Learning Culture and Environment- Build a school-wide culture of writing through interdisciplinary collaboration and celebration of student work.</p>	<ul style="list-style-type: none">● Integrate writing across all content areas:<ul style="list-style-type: none">○ Embed writing tasks into science (e.g., lab reports), social studies (e.g., document-based questions), and math (e.g., explaining problem-solving processes).○ Use short, meaningful writing assignments that allow students to practice and refine skills within their content learning.● Collaborate on cross-disciplinary projects:<ul style="list-style-type: none">○ Partner with content area teachers to develop joint assignments, such as writing historical analyses, scientific explanations, or persuasive essays tied to core content.○ Include peer and teacher feedback opportunities to help students improve their work.● Create student-centered writing workshops:<ul style="list-style-type: none">○ Implement small-group writing workshops where students receive targeted instruction based on their skill level and needs.○ Allow students to bring work from any subject to improve their writing with teacher and peer support.● Celebrate writing achievements:<ul style="list-style-type: none">○ Host events like a school-wide "Author's Showcase" or digital publication of outstanding student work.○ Recognize student growth and excellence in writing through awards or certificates.● Provide targeted professional development:<ul style="list-style-type: none">○ Train teachers on scaffolding writing instruction and teaching revision strategies.○ Share best practices for integrating writing into lessons without disrupting content delivery.	<ul style="list-style-type: none">● Increase in the percentage of students scoring Proficient or Distinguished on state writing assessments.● Improvement in student writing as reflected in rubric scores on cross-curricular assignments.● Greater student engagement in writing as shown in participation rates for writing-related activities.	<ul style="list-style-type: none">● Weekly PLC discussions to review writing samples and refine instruction.● Bi-weekly analysis of rubric data to track trends in student performance.	<p>Title II- For teacher training in writing instruction and strategies.</p> <p>PTO or Community Partnerships- To fund incentives and recognition events.</p>

3. Achievement Gap

Goal 3: LTMS will decrease the number of Novice African American, English Language Learners (Math and Reading Only), and Special Education student performers in all KSA measures by May 2025. TSI for SPED Only					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease AA Novice in Reading from 46% to 40%	KCWP 2: Design and Deliver Instruction- Use culturally responsive teaching strategies to engage African American students and ensure lessons are relevant and accessible. KCWP 4: Review, Analyze, and Apply Data- Conduct detailed data reviews to identify trends and specific needs for this subgroup. KCWP 5: Design, Align, and Deliver Support- Provide targeted interventions during FLEX periods or small group	<ul style="list-style-type: none">Implement culturally responsive teaching practices:<ul style="list-style-type: none">Select texts and materials that reflect diverse perspectives and experiences, including works by African American authors.Use discussion-based strategies to connect reading material to students’ lives and experiences.Provide targeted small-group instruction:<ul style="list-style-type: none">Use MAP and classroom assessment data to form flexible, skill-based small groups focused on addressing specific reading deficits.Incorporate intervention programs such IXL for targeted practice during intervention blocks.Engage families in supporting literacy:	<ul style="list-style-type: none">Increase in the percentage of students scoring Proficient or Distinguished on state writing assessments.Improvement in student writing as reflected in rubric scores on cross-curricular assignments.Greater student engagement in writing as shown in participation rates for writing-related activities.Reduction in the percentage of African American	<ul style="list-style-type: none">Weekly review of progress in intervention programs.Bi-weekly PLC analysis of formative and summative reading data.Quarterly reviews of student performance data to track progress and adjust interventions.	Title I- For intervention programs and culturally responsive resources.

	sessions based on identified gaps in reading skills.	<ul style="list-style-type: none">○ Provide students with take-home books and activities that are engaging and culturally relevant.● Increase teacher capacity for differentiation:<ul style="list-style-type: none">○ Offer professional development on scaffolding reading instruction and using data to differentiate effectively.○ Provide ongoing coaching and feedback to ensure strategies are implemented with fidelity.	<p>students scoring Novice on MAP and state assessments.</p> <ul style="list-style-type: none">● Increased engagement in reading activities as measured by participation in intervention programs and surveys.● Improved formative assessment results, such as increased scores on running records or fluency checks.		
Objective 2: Decrease SPED Novice in Reading from 75% to 60%	<p>KCWP 2: Design and Deliver Instruction- Provide differentiated instruction tailored to the unique needs of SPED students, focusing on foundational reading skills and comprehension.</p> <p>KCWP 4: Review, Analyze, and Apply Data- Use formative and diagnostic assessments to identify specific gaps and guide targeted interventions.</p> <p>KCWP 5: Design, Align, and Deliver Support- Implement multi-tiered systems of support (MTSS) for SPED students, with a focus on personalized interventions.</p>	<ul style="list-style-type: none">● Use data-driven small-group instruction:<ul style="list-style-type: none">○ Form small groups based on diagnostic assessment data, focusing on specific reading deficits such as phonics, fluency, or comprehension.○ Use evidence-based programs like IXLto provide targeted, structured practice during intervention blocks.● Provide explicit instruction in foundational reading skills:<ul style="list-style-type: none">○ Use a structured literacy approach, incorporating phonics, decoding strategies, and guided reading sessions.○ Adapt reading materials to align with students’ instructional levels and ensure accessibility.● Collaborate with special education teachers:<ul style="list-style-type: none">○ Schedule co-planning sessions between general education and special education teachers to align instructional strategies.○ Use IEP goals to create individualized learning plans that address specific reading challenges.● Engage families in supporting literacy at home:<ul style="list-style-type: none">○ Provide families with tailored resources and strategies to practice reading skills at home.● Offer professional development for teachers:	<ul style="list-style-type: none">● Reduction in the percentage of SPED students scoring Novice on MAP and state reading assessments.● Increased engagement and progress in evidence-based intervention programs.● Growth in IEP-aligned reading goals, as measured by progress monitoring tools.	<ul style="list-style-type: none">● Weekly tracking of intervention program data and small-group progress.● Bi-weekly PLC discussions to review formative assessment data and adjust instruction.● Quarterly reviews of MAP and IEP goal progress.	

		<ul style="list-style-type: none">○ Train general and special education teachers on structured literacy methods and differentiation strategies.○ Provide ongoing coaching and support to ensure effective implementation of interventions.			
Objective 3: Decrease ELL Novice in Reading from 64% to 60%	KCWP 2: Design and Deliver Instruction- Use scaffolding strategies and explicit language instruction to support both content and language development. KCWP 4: Review, Analyze, and Apply Data- Use formative assessments to monitor ELL progress and adjust instructional strategies as needed. KCWP 5: Design, Align, and Deliver Support- Provide additional reading and language supports tailored to the needs of ELL students.	<ul style="list-style-type: none">● Use scaffolding techniques in instruction:<ul style="list-style-type: none">○ Incorporate visual aids, graphic organizers, and sentence frames to support ELL comprehension and expression.○ Pre-teach key vocabulary for reading texts to ensure accessibility and build background knowledge.● Implement targeted small-group instruction:<ul style="list-style-type: none">○ Use WIDA data and MAP results to form flexible reading groups for explicit instruction in phonics, fluency, and comprehension.○ Include peer collaboration opportunities to support language practice in an authentic, supportive environment.● Integrate culturally relevant and multilingual texts:<ul style="list-style-type: none">○ Use reading materials that reflect the diverse cultures and languages of the ELL student population.○ Provide dual-language books where available to support language transfer and reading comprehension.● Provide professional development for teachers:<ul style="list-style-type: none">○ Offer training on strategies for integrating English language development (ELD) into reading instruction.○ Focus on teaching approaches such as sheltered instruction and language-rich classroom environments.● Engage families in literacy support:<ul style="list-style-type: none">○ Offer bilingual resources and parent guides to foster home-school collaboration.	<ul style="list-style-type: none">● Reduction in the percentage of ELL students scoring Novice on MAP and state reading assessments.● Improved WIDA scores, particularly in reading domains.● Growth in participation and achievement in small-group reading interventions.	<ul style="list-style-type: none">● Weekly review of small-group progress using formative assessment tools.● Monthly analysis of WIDA-aligned reading tasks and intervention logs.● Quarterly review of MAP data and progress toward reading goals.	Title III- For professional development, bilingual resources, and family engagement initiatives. Title I- For intervention programs and culturally relevant materials. Local Grants- For multilingual books and literacy workshops.
Objective 4: Decrease 2025 Novice Math for African American Students from 50% to 45%	KCWP 2: Design and Deliver Instruction- Use differentiated and culturally responsive teaching strategies to make math instruction relevant and engaging.	<ul style="list-style-type: none">● Incorporate culturally responsive teaching:<ul style="list-style-type: none">○ Design math lessons and problems that connect with real-world scenarios and reflect diverse perspectives.○ Use examples and applications that are relevant to students' lives and interests to enhance engagement and understanding.	<ul style="list-style-type: none">● Reduction in the percentage of African American students scoring Novice on MAP and state math assessments.	<ul style="list-style-type: none">● Weekly analysis of small-group progress and formative assessment results in PLCs.	Title I- For manipulatives, digital tools, and blended learning resources.

	<p>KCWP 4: Review, Analyze, and Apply Data- Leverage formative assessment data to provide targeted support and adjust instruction for African American students.</p> <p>KCWP 5: Design, Align, and Deliver Support- Provide structured interventions and enrichment opportunities tailored to student needs.</p>	<ul style="list-style-type: none">● Provide targeted small-group instruction:<ul style="list-style-type: none">○ Use MAP and classroom assessment data to identify skill gaps and create small groups for focused instruction on foundational and advanced math skills.○ Incorporate resources like manipulatives and digital tools to support hands-on and interactive learning.● Use a blended learning model:<ul style="list-style-type: none">○ Implement a station rotation model where students rotate through teacher-led instruction, collaborative problem-solving, and independent digital practice.○ Use assessment data to strategically group students for differentiated support and enrichment.● Offer professional development for teachers:<ul style="list-style-type: none">○ Train teachers on effective differentiation techniques and culturally responsive pedagogy in math.○ Provide coaching on how to integrate collaborative learning and foster a growth mindset in math classrooms.	<ul style="list-style-type: none">● Improved scores on formative assessments tied to targeted math skills.● Increased engagement and achievement in blended learning activities.	<ul style="list-style-type: none">● Monthly review of intervention data and participation rates.● Quarterly analysis of MAP data and overall progress toward math proficiency goals.	<p>Title II-For professional development in culturally responsive teaching and differentiation.</p>
<p>Objective 5: Decrease 2025 Novice Math for SPED Students from 73% to 68%</p>	<p>KCWP 2: Design and Deliver Instruction- Implement differentiated, structured math instruction focusing on foundational skills and conceptual understanding.</p> <p>KCWP 4: Review, Analyze, and Apply Data- Use diagnostic assessments to identify specific learning gaps and guide targeted interventions.</p> <p>KCWP 5: Design, Align, and Deliver Support- Provide individualized support aligned with IEP goals and needs.</p>	<ul style="list-style-type: none">● Use structured, scaffolded math instruction:<ul style="list-style-type: none">○ Break down complex concepts into manageable steps, providing clear examples and guided practice.○ Incorporate multisensory teaching approaches (e.g., manipulatives, visual aids, and movement-based activities) to support diverse learning needs.● Provide targeted small-group interventions:<ul style="list-style-type: none">○ Form math intervention groups based on IEP data and diagnostic assessments.○ Use evidence-based programs such as Reflex Math or hands-on activities for skill reinforcement.● Integrate technology to enhance learning:<ul style="list-style-type: none">○ Use adaptive learning platforms that provide personalized practice based on individual progress and needs.○ Monitor student engagement and performance on platforms to ensure alignment with IEP goals.	<ul style="list-style-type: none">● Reduction in the percentage of SPED students scoring Novice on MAP and state math assessments.● Growth in foundational math skills as measured by diagnostic tools and formative assessments.● Increased progress toward individual IEP math goals.	<ul style="list-style-type: none">● Weekly review of small-group and intervention progress during PLCs.● Bi-weekly analysis of diagnostic and formative assessment data.● Quarterly reviews of MAP data and IEP goal progress.	<p>Title I- To support additional math interventions and small-group materials.</p> <p>Professional Development Grants- For training in inclusive teaching strategies and scaffolding.</p>

		<ul style="list-style-type: none">● Collaborate with special education teachers:<ul style="list-style-type: none">○ Schedule co-planning sessions to ensure general education teachers and SPED staff align instruction and interventions.○ Provide professional development on implementing inclusive strategies and accommodations for SPED students.			
Objective 6: Decrease 2025 Novice Math for ELL Students from 53% to 50%	<p>KCWP 2: Design and Deliver Instruction- Use scaffolded instruction to bridge language and content barriers, ensuring ELL students can engage with math concepts effectively.</p> <p>KCWP 4: Review, Analyze, and Apply Data- Use formative and diagnostic assessments to pinpoint skill gaps and track progress.</p> <p>KCWP 5: Design, Align, and Deliver Support- Provide tiered interventions and resources tailored to the language needs of ELL students.</p>	<ul style="list-style-type: none">● Use scaffolding techniques in math instruction:<ul style="list-style-type: none">○ Incorporate visual aids, manipulatives, and step-by-step modeling to support comprehension.○ Pre-teach key math vocabulary and concepts using both visual and linguistic representations.● Implement targeted small-group instruction:<ul style="list-style-type: none">○ Use WIDA and MAP data to group students by specific skill needs.○ Provide explicit instruction on foundational skills such as number sense, operations, and problem-solving strategies.● Integrate technology to support language and math development:<ul style="list-style-type: none">○ Use bilingual or language-friendly digital tools like DreamBox or Imagine Math to provide adaptive and engaging math practice.○ Monitor student progress and use the data to inform in-class interventions.● Provide professional development for teachers:<ul style="list-style-type: none">○ Offer training on strategies for teaching math to ELL students, such as leveraging students’ first language as a resource and using structured collaboration.○ Share tools and resources for integrating language supports into math instruction.● Engage students in collaborative problem-solving:<ul style="list-style-type: none">○ Foster peer discussions and group activities where students explain their reasoning and learn from one another.	<ul style="list-style-type: none">● Reduction in the percentage of ELL students scoring Novice on MAP and state math assessments.● Improved performance on formative assessments tied to math and language skills.● Higher levels of engagement with math tasks, as observed in classroom activities and digital tool usage.	<ul style="list-style-type: none">● Weekly tracking of small-group progress and digital tool performance.● Monthly analysis of formative assessment data and WIDA-aligned tasks.● Quarterly reviews of MAP data and intervention effectiveness.	<p>Title III- For bilingual resources, teacher training, and digital tools tailored for ELL students.</p> <p>Title I- To support additional small-group interventions and scaffolding resources.</p>

		<ul style="list-style-type: none">○ Use sentence starters and structured dialogue protocols to support language development during math discussions.			
Objective 7: Decrease 2025 Novice Social Studies for SPED Students from 82% to 75%	KCWP 2: Design and Deliver Instruction- Implement differentiated instruction and scaffolded supports to enhance accessibility for SPED students in social studies. KCWP 4: Review, Analyze, and Apply Data- Use diagnostic assessments and formative tasks to identify specific gaps in content understanding and skills. KCWP 5: Design, Align, and Deliver Support- Align interventions and instructional strategies with IEP goals to provide personalized support for SPED students.	<ul style="list-style-type: none">● Use scaffolded instruction and accommodations:<ul style="list-style-type: none">○ Simplify complex texts using summaries, graphic organizers, and adapted materials.○ Pre-teach vocabulary and key concepts to provide a foundation for understanding social studies content.● Incorporate multisensory and interactive activities:<ul style="list-style-type: none">○ Use hands-on activities, such as creating timelines or building models, to make abstract concepts tangible.○ Incorporate role-playing or simulations to help students engage with historical events in an accessible and meaningful way.● Provide targeted small-group instruction:<ul style="list-style-type: none">○ Create flexible groups based on diagnostic assessments and IEP goals, focusing on foundational social studies skills like identifying cause and effect or interpreting maps and charts.○ Use adaptive tools and platforms to reinforce key skills and track progress.● Collaborate with special education teachers:<ul style="list-style-type: none">○ Co-plan lessons to align social studies instruction with students’ individual learning goals.○ Share strategies for modifying assignments and assessments to reflect students’ abilities while maintaining high expectations.● Focus on writing and communication skills in social studies:<ul style="list-style-type: none">○ Collaborate with the writing teacher to teach structured responses to social studies prompts, such as DBQs or short-answer questions.○ Use graphic organizers and sentence starters to help students structure their responses.	<ul style="list-style-type: none">● Reduction in the percentage of SPED students scoring Novice on state social studies assessments.● Improved performance on formative assessments and project-based tasks.● Progress toward IEP goals tied to social studies skills.	<ul style="list-style-type: none">● Weekly tracking of small-group progress and classroom task completion.● Bi-weekly review of formative and summative assessment data.● Quarterly analysis of IEP progress and state assessment benchmarks.	Title I- To support differentiated materials and scaffolding resources.
Objective 8: Decrease 2025 Novice Science	KCWP 2: Design and Deliver Instruction- Use hands-on,	<ul style="list-style-type: none">● Incorporate hands-on, inquiry-based science activities:	<ul style="list-style-type: none">● Reduction in the percentage of SPED students scoring	<ul style="list-style-type: none">● Weekly review of progress in	

for SPED Students from 77% to 65%	<p>inquiry-based learning activities tailored to SPED students' needs.</p> <p>KCWP 4: Review, Analyze, and Apply Data- Use diagnostic and formative assessments to identify specific skill gaps in science understanding.</p> <p>KCWP 5: Design, Align, and Deliver Support- Align science interventions with IEP goals and provide individualized support.</p>	<ul style="list-style-type: none">○ Use lab experiments and interactive models to teach scientific concepts in a tangible way.○ Provide scaffolds such as step-by-step instructions, visual aids, and checklists to guide students through the scientific process.● Use differentiated and adapted materials:<ul style="list-style-type: none">○ Simplify scientific texts and use graphic organizers to support comprehension of key concepts.○ Include visual representations like diagrams, videos, and simulations to reinforce learning.● Provide targeted small-group instruction:<ul style="list-style-type: none">○ Group students based on formative assessments and IEP goals to focus on specific areas of need.○ Use resources like Amplify to deliver adaptive, engaging instruction in smaller settings.● Collaborate with special education teachers:<ul style="list-style-type: none">○ Co-plan science lessons to ensure they align with IEP goals and incorporate necessary accommodations.○ Share strategies for modifying experiments and assessments to ensure accessibility.● Integrate cross-disciplinary support with math and writing:<ul style="list-style-type: none">○ Work with math teachers to reinforce skills like data collection, graphing, and measurement through science activities.○ Collaborate with writing teachers to teach structured responses, such as creating hypotheses and conclusions, using graphic organizers.	<p>Novice on state science assessments.</p> <ul style="list-style-type: none">● Improved performance on hands-on experiments and inquiry-based projects as measured by rubrics.● Progress toward IEP goals in science-related areas.	<p>small-group and hands-on activities.</p> <ul style="list-style-type: none">● Bi-weekly PLC meetings to analyze formative assessment data and adjust instruction.● Quarterly analysis of state assessment-aligned benchmarks and IEP progress.	
Objective 9: Decrease 2025 Novice Combined Writing for SPED Students from 71% to 61%	<p>KCWP 2: Design and Deliver Instruction- Implement structured and scaffolded writing instruction that aligns with SPED students' IEP goals.</p> <p>KCWP 4: Review, Analyze, and Apply Data- Use formative assessments and progress</p>	<ul style="list-style-type: none">● Use structured writing frameworks:<ul style="list-style-type: none">○ Teach students to use graphic organizers and templates for structuring their writing (e.g., introduction, body paragraphs, and conclusion).○ Focus on specific writing skills in manageable chunks, such as topic sentences, transitions, or evidence-based reasoning.● Provide explicit instruction in grammar and mechanics:	<ul style="list-style-type: none">● Reduction in the percentage of SPED students scoring Novice on state writing assessments.● Improved scores on formative writing tasks and cross-disciplinary assignments.	<ul style="list-style-type: none">● Weekly review of writing samples in PLCs to track progress and refine instruction.● Bi-weekly analysis of formative assessment data to	<p>IDEA Funding- For adaptive writing tools, professional development, and resources tailored to SPED students.</p>

	<p>monitoring tools to track writing growth and adjust instruction.</p> <p>KCWP 5: Design, Align, and Deliver Support- Provide individualized interventions and supports to address specific writing needs.</p>	<ul style="list-style-type: none">○ Use multisensory approaches to teach grammar, punctuation, and sentence structure.○ Incorporate sentence starters, checklists, and peer-editing strategies to help students refine their writing.● Integrate cross-disciplinary writing tasks:<ul style="list-style-type: none">○ Collaborate with content teachers to create writing assignments tied to other subjects, such as lab reports in science or DBQs in social studies.○ Use a consistent rubric across subjects to assess writing skills and content knowledge.● Offer targeted small-group writing interventions:<ul style="list-style-type: none">○ Create small writing groups to focus on specific needs, such as organizing ideas, supporting arguments with evidence, or revising drafts.○ Use evidence-based tools and resources tailored to SPED students, such as adaptive writing software.● Engage students in publishing their work:<ul style="list-style-type: none">○ Provide opportunities for students to share their writing with an audience, such as displaying work in the classroom, publishing in a school newsletter, or submitting to student writing contests.	<ul style="list-style-type: none">● Progress in meeting IEP-aligned writing goals as measured by rubrics and progress monitoring tools.	<p>identify and address gaps.</p> <ul style="list-style-type: none">● Quarterly review of MAP and state-aligned benchmarks.	<p>Title I- To support small-group interventions and differentiated materials.</p>
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4. English Learner Progress

Goal 4: By 2025, LTMS will grow 100% of English Language Learners by at least .5 in their composite score as measured by ACCESS. Current level was 42.4 in 2024 ACCESS data					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<u>Objective 1:</u> Grow all EL students by 0.5 in their composite score as measured by ACCESS	KCWP 2: Design and Deliver Instruction- Use differentiated instruction and language-rich environments to support English language development in all domains (listening, speaking, reading, and writing). KCWP 4: Review, Analyze, and Apply Data- Use formative and summative assessments aligned with WIDA standards to track EL progress and guide instruction. KCWP 5: Design, Align, and Deliver Support- Provide individualized and small-group language interventions aligned	<ul style="list-style-type: none">Implement targeted language instruction:<ul style="list-style-type: none">Incorporate daily small-group instruction focusing on the four language domains, using WIDA descriptors to tailor activities.Use sentence frames, graphic organizers, and visual aids to scaffold learning and encourage language production.Embed language development across all content areas:<ul style="list-style-type: none">Train teachers to incorporate academic language objectives into daily lessons, ensuring EL students develop vocabulary and structures specific to each subject.Use strategies like Think-Pair-Share and structured academic discussions to promote speaking and listening.Engage families in language learning:	<ul style="list-style-type: none">Growth in ACCESS composite scores, with all students achieving at least a 0.5 increase.Improved performance on WIDA-aligned classroom activities and assessments.Increased engagement and participation in language-rich classroom activities.	<ul style="list-style-type: none">Weekly review of small-group progress and language tool usage.Bi-weekly analysis of formative assessments aligned with WIDA standards.Quarterly review of interim assessments and ACCESS preparation data.	<div>Title III- For professional development and bilingual resources.</div> <div>Title I- To support small-group interventions and supplemental resources.</div>

	with students' language proficiency levels.	<ul style="list-style-type: none">○ Provide bilingual resources for parents to support language development at home.● Provide professional development for staff:○ Offer training on WIDA standards and strategies for integrating language development into content instruction.○ Focus on using formative assessments to adjust instruction and monitor language growth.			
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5. Quality of School Climate and Safety

Goal 5: By 2025, LTMS will increase the quality of school climate and safety index to 75% as measured by KSA.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">● KCWP 1: Design and Deploy Standards● KCWP 2: Design and Deliver Instruction● KCWP 3: Design and Deliver Assessment Literacy● KCWP 4: Review, Analyze and Apply Data● KCWP 5: Design, Align and Deliver Support● KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">● KCWP1: Design and Deploy Standards - Continuous Improvement Activities● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes
Objective 1: Increase the quality of school climate and safety index from 60.9% to 65% by May 2026	KCWP 4: Review, Analyze, and Apply Data- Use surveys and data collection tools to monitor and address areas impacting school climate and safety. KCWP 5: Design, Align, and Deliver Support- Implement targeted programs and initiatives	<ul style="list-style-type: none">● Conduct regular surveys and feedback sessions:<ul style="list-style-type: none">○ Administer climate and safety surveys to students, staff, and families quarterly.○ Use survey results to identify key areas of concern and create actionable plans to address them.● Enhance PBIS implementation:		<ul style="list-style-type: none">● Increase in positive responses on climate and safety surveys.● Reduction in disciplinary incidents as tracked by school behavior logs.● Improved student engagement in customized	<ul style="list-style-type: none">● Quarterly review of survey results and feedback data.● Monthly analysis of PBIS and behavior data trends to inform customized SEL lessons.
					Title I- For SEL curriculum development and PBIS rewards. Title IV-For safety and

	<p>to improve student and staff relationships and create a positive environment.</p> <p>KCWP 6: Establish Learning Culture and Environment- Foster a culture of mutual respect, inclusivity, and accountability.</p>	<ul style="list-style-type: none">○ Reinforce Positive Behavioral Interventions and Supports (PBIS) with consistent recognition of positive behaviors through rewards and celebrations.○ Train staff to implement PBIS strategies consistently across all grade levels.● Implement restorative practices:<ul style="list-style-type: none">○ Introduce restorative circles and conflict resolution programs to reduce disciplinary incidents and build stronger relationships.○ Provide training for staff and students on using restorative approaches to address conflicts.● Promote social-emotional learning (SEL):<ul style="list-style-type: none">○ Fully implement the Second Step SEL curriculum during advisory or flex periods to build emotional resilience and interpersonal skills.○ Conduct monthly SEL-focused activities or events to reinforce skills.○ Customized SEL lessons: The counseling department will create grade-specific SEL lessons tailored to address areas of need identified through PBIS and behavior data trends.● Increase visibility and engagement of school leadership:<ul style="list-style-type: none">○ Schedule regular walkthroughs by administrators to observe and support classrooms and non-instructional spaces.○ Host quarterly student focus groups with school leadership to discuss safety and climate concerns directly.	SEL lessons and PBIS programs.	<ul style="list-style-type: none">● Bi-weekly SEL implementation checks during staff meetings or PLCs.	wellness initiatives aligned with improving school climate.
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6. Family and Community Engagement

Goal 6: LTMS will improve/increase family and community engagement in our school community.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<i>justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<u>Objective 1: Improved communication between schools and homes</u>	KCWP 4: Review, Analyze, and Apply Data- Use surveys and communication tools to gather feedback on the effectiveness of current communication practices. KCWP 5: Design, Align, and Deliver Support- Implement systems and tools to streamline and enhance communication between the school and families. KCWP 6: Establish Learning Culture and Environment- Foster a culture of transparency and partnership with families through consistent and meaningful communication.	<ul style="list-style-type: none">• Adopt a consistent communication platform:<ul style="list-style-type: none">○ Use platforms such as TalkingPoints or ClassDojo to streamline school-home communication and support two-way messaging in families' preferred languages.○ Train teachers and staff on effectively using these tools to share updates, resources, and announcements.• Create a centralized communication calendar:<ul style="list-style-type: none">○ Develop a school-wide digital calendar accessible to all families that includes important dates, events, and deadlines.○ Send reminders through multiple channels (email, text, or app notifications) to ensure accessibility.• Conduct regular communication audits:<ul style="list-style-type: none">○ Review the effectiveness of school communication practices by analyzing parent feedback and participation rates in events and initiatives.○ Adjust strategies based on feedback to address gaps in communication.• Host quarterly family engagement meetings:<ul style="list-style-type: none">○ Provide updates on school initiatives, policies, and progress toward goals.○ Include opportunities for families to ask questions, share concerns, and provide input.	<ul style="list-style-type: none">• Increased family participation in school events and engagement with communication platforms.• Positive feedback on surveys about the quality and clarity of communication from the school.• Reduction in the number of missed deadlines or confusion about school events as reported by families.	<ul style="list-style-type: none">• Monthly reviews of communication platform analytics to track engagement.• Quarterly analysis of family feedback and survey data.• Semi-annual audits of communication practices and adjustments based on findings.	

		<ul style="list-style-type: none">● Provide professional development for staff:<ul style="list-style-type: none">○ Train teachers and administrators on effective communication strategies, including using positive and culturally sensitive language.○ Focus on building relationships with families to foster trust and collaboration.			
Objective 2: Increase two-way communication between schools and families	<p>KCWP 4: Review, Analyze, and Apply Data- Collect feedback on current communication methods to identify opportunities for enhancing two-way engagement.</p> <p>KCWP 5: Design, Align, and Deliver Support- Promote and train staff and families on effective use of tools to facilitate two-way communication.</p> <p>KCWP 6: Establish Learning Culture and Environment- Foster a culture where families feel welcomed, heard, and valued in school discussions and decision-making processes.</p>	<ul style="list-style-type: none">● Maximize use of TalkingPoints and Infinite Campus Messenger:<ul style="list-style-type: none">○ Encourage staff to consistently use TalkingPoints for multilingual communication with guardians.○ Use Infinite Campus Messenger to send timely updates and reminders and provide families with opportunities to respond or ask questions.● Train staff on communication tools:<ul style="list-style-type: none">○ Provide professional development sessions on best practices for using TalkingPoints and Infinite Campus Messenger for two-way communication.○ Include training on creating accessible and engaging messages to encourage family response.● Promote tool usage among families:<ul style="list-style-type: none">○ Offer workshops or tutorials on using TalkingPoints and Infinite Campus Messenger to ensure families are comfortable with the platforms.○ Share step-by-step guides through email, social media, or printed materials.● Conduct regular check-ins with families:<ul style="list-style-type: none">○ Schedule periodic surveys or focus groups to gather feedback on school communication and address family concerns.○ Use the results to adapt and improve communication strategies.● Encourage interactive communication through multiple channels:<ul style="list-style-type: none">○ Set up dedicated times for virtual office hours or Q&A sessions where families can connect directly with staff.	<ul style="list-style-type: none">● Increased family engagement rates in TalkingPoints and Infinite Campus Messenger as measured by usage analytics.● Positive survey feedback on the accessibility and responsiveness of school communication.● Higher rates of family-initiated interactions and responses to school messages.	<ul style="list-style-type: none">● Monthly reviews of TalkingPoints and Infinite Campus Messenger usage data.● Quarterly surveys to assess family satisfaction and identify areas for improvement.● Regular staff meetings to review communication trends and share successful practices.	

		<ul style="list-style-type: none">○ Promote two-way messaging by responding promptly and meaningfully to family inquiries through communication platforms.			
Objective 3: Increase the number of positive family contacts throughout the school year	KCWP 5: Design, Align, and Deliver Support- Establish systems and processes for staff to engage families consistently with positive communication. KCWP 6: Establish Learning Culture and Environment- Foster a culture of collaboration and partnership by highlighting students’ achievements and efforts through family engagement.	<ul style="list-style-type: none">● Develop a school-wide positive contact policy:<ul style="list-style-type: none">○ Establish a goal for each staff member to make a certain number of positive family contacts each month.○ Encourage staff to share student successes, milestones, and positive behaviors with families.● Leverage TalkingPoints and Infinite Campus Messenger:<ul style="list-style-type: none">○ Use these platforms to send regular positive updates about student progress, accomplishments, and classroom highlights.○ Include templates or examples of positive messages to make the process easier for teachers.● Recognize positive student achievements:<ul style="list-style-type: none">○ Share student achievements through newsletters, classroom updates, and school-wide announcements.○ Include “Student of the Month” or similar recognition programs where families are notified and involved.● Host family appreciation events:<ul style="list-style-type: none">○ Invite families to participate in celebrations of student successes, such as award ceremonies, art showcases, or academic nights.○ Use these events as opportunities to build stronger school-family connections.● Track and monitor positive contacts:<ul style="list-style-type: none">○ Utilize the Infinite Campus PLP tracking system where teachers can document positive family interactions.○ Celebrate and recognize staff members who meet or exceed their goals for positive communication.	<ul style="list-style-type: none">● Increase in the number of positive messages sent to families as tracked in TalkingPoints and Infinite Campus Messenger.● Positive feedback from families through surveys or focus groups about the frequency and quality of communication.● Higher attendance rates at school events celebrating student achievements.	<ul style="list-style-type: none">● Monthly review of communication logs and platform analytics.● Quarterly analysis of family feedback on communication practices.● Semi-annual recognition of staff members for achieving positive contact goals.	Title I- To support communication tools, recognition events, and resources for family engagement.
Objective 4: Increase the number of opportunities for families to engage with the school	KCWP 5: Design, Align, and Deliver Support- Plan and promote events that encourage meaningful family involvement in the school community.	<ul style="list-style-type: none">● Host a variety of family-focused events:<ul style="list-style-type: none">○ Plan events such as curriculum nights, multicultural celebrations, student showcases, and family volunteer days.○ Include both academic and non-academic events to appeal to diverse family interests and schedules.	<ul style="list-style-type: none">● Increased attendance rates at family events as tracked through sign-in sheets or RSVPs.● Positive feedback from families about event quality	<ul style="list-style-type: none">● Monthly tracking of attendance and feedback from family events.● Quarterly reviews of event participation	Title I- For event planning, materials, and incentives.

community (e.g., school events)	KCWP 6: Establish Learning Culture and Environment- Create a welcoming and inclusive environment where families feel valued and connected to the school.	<ul style="list-style-type: none">● Offer flexible event formats:<ul style="list-style-type: none">○ Provide both in-person and virtual options for families to participate in events.○ Record sessions or create take-home materials for families who cannot attend in real-time.● Engage families in event planning:<ul style="list-style-type: none">○ Form a family advisory committee to help plan events and identify activities that align with community interests.○ Collect feedback after events to improve future offerings.● Promote events through multiple channels:<ul style="list-style-type: none">○ Use TalkingPoints, Infinite Campus Messenger, social media, and printed flyers to ensure families are informed about upcoming events.○ Include reminders and RSVP options to increase participation.● Recognize family involvement:<ul style="list-style-type: none">○ Celebrate and publicly acknowledge families who actively participate in events, such as through newsletters or event recaps.○ Create incentives, such as raffles or recognition certificates, to encourage ongoing engagement.	<p>and inclusivity via surveys or focus groups.</p> <ul style="list-style-type: none">● Greater diversity in the types of events offered and participation demographics.	<p>data and family engagement trends.</p> <ul style="list-style-type: none">● Annual evaluation of event offerings to identify successful strategies and areas for improvement.	<p>PTSA Contributions- For refreshments, decorations, and event-specific costs.</p>
Objective 5: Increase the positive responses on the PBIS (Positive Behavioral Interventions and Supports) culture survey	<p>KCWP 4: Review, Analyze, and Apply Data- Use PBIS survey data to identify trends and areas for improvement in school culture and behavioral supports.</p> <p>KCWP 5: Design, Align, and Deliver Support- Strengthen PBIS systems with targeted initiatives to reinforce positive behavior.</p> <p>KCWP 6: Establish Learning Culture and Environment- Build a culture of recognition and celebration for positive behaviors among students and staff.</p>	<ul style="list-style-type: none">● Analyze PBIS culture survey data:<ul style="list-style-type: none">○ Review survey results to identify specific areas where students, families, and staff feel improvements are needed.○ Use data to inform action plans for enhancing PBIS implementation.● Strengthen PBIS rewards and recognition systems:<ul style="list-style-type: none">○ Increase the frequency and visibility of rewards for positive behavior, such as through classroom incentives, school-wide celebrations, or recognition programs like “Student of the Week.”○ Implement grade-level PBIS challenges to promote teamwork and positive behavior.● Provide professional development on PBIS strategies:	<ul style="list-style-type: none">● Increase in positive responses on PBIS culture surveys as measured annually.● Reduction in behavioral incidents as tracked in school behavior logs.● Improved staff and student participation in PBIS rewards and recognition activities.	<ul style="list-style-type: none">● Monthly review of behavior data and PBIS participation rates.● Quarterly analysis of interim survey feedback to monitor culture trends.● Annual evaluation of PBIS survey results to measure progress.	<p>Title I- For PBIS materials, rewards, and professional development.</p> <p>PTSA Contributions- For student and staff recognition events.</p>

		<ul style="list-style-type: none">○ Train staff on consistent application of PBIS expectations, rewards, and interventions.○ Share effective practices for fostering a positive classroom culture and addressing behavioral challenges.● Engage families in PBIS initiatives:<ul style="list-style-type: none">○ Communicate PBIS goals and strategies to families through newsletters or events.○ Involve families in supporting PBIS at home by sharing resources and tips for reinforcing positive behaviors.● Monitor and celebrate progress:<ul style="list-style-type: none">○ Regularly share progress updates with students, staff, and families, highlighting improvements in behavior and survey responses.○ Celebrate milestones, such as meeting behavior goals, with school-wide recognition or events.			
Objective 6: Increase the number of hours/days that community members are engaged at the school and/or students are engaged at the community level	KCWP 5: Design, Align, and Deliver Support- Develop partnerships with community organizations to enhance engagement opportunities for both students and community members. KCWP 6: Establish Learning Culture and Environment- Build a sense of shared purpose and collaboration between the school and the broader community.	<ul style="list-style-type: none">● Develop community partnerships:<ul style="list-style-type: none">○ Build relationships with local businesses, nonprofits, and cultural organizations to provide guest speakers, mentorship programs, and real-world learning experiences for students.○ Invite community members to participate in school events, such as career days or cultural celebrations.● Create student-led community service initiatives:<ul style="list-style-type: none">○ Organize service projects, such as neighborhood clean-ups, food drives, or visits to local senior centers, to increase student involvement in the community.○ Recognize students for their community service efforts through awards or school-wide announcements.● Establish a community engagement calendar:<ul style="list-style-type: none">○ Schedule regular opportunities for community members to visit the school, such as open house events, volunteer days, or classroom presentations.○ Promote opportunities for student engagement in community events, such as local festivals or service projects.	<ul style="list-style-type: none">● Increase in the number of hours logged by community members at the school and students engaged in community activities.● Positive feedback from students, families, and community members about engagement opportunities.● Greater participation in school-organized events and community partnerships.	<ul style="list-style-type: none">● Monthly tracking of engagement hours and participation rates.● Quarterly review of community engagement calendar and feedback from participants.● Annual evaluation of engagement metrics to measure progress and identify new opportunities.	Title I- To support school-communi ty events and engagement initiatives. PTSA Contributions- For volunteer appreciation efforts and event support.

		<ul style="list-style-type: none">● Promote family and community participation in school programs:<ul style="list-style-type: none">○ Encourage families and community members to volunteer as classroom aides, club advisors, or event helpers.○ Provide flexible volunteer options to accommodate varying schedules.● Track and celebrate engagement milestones:<ul style="list-style-type: none">○ Monitor the number of hours community members contribute to the school and the hours students spend engaged in community activities.○ Share milestones and success stories through newsletters, social media, and school-wide announcements.			
Objective 7: Increase the interaction between students within the East End feeder pattern schools	<p>KCWP 5: Design, Align, and Deliver Support- Establish programs and initiatives that encourage collaboration and interaction among students across feeder schools.</p> <p>KCWP 6: Establish Learning Culture and Environment- Build a sense of shared community and pride among students within the East End feeder pattern.</p>	<ul style="list-style-type: none">● Organize cross-school collaborative events:<ul style="list-style-type: none">○ Host joint academic competitions or arts showcases to bring students from different feeder schools together.○ Plan athletic scrimmages or tournaments that promote sportsmanship and camaraderie among feeder schools.● Develop shared enrichment programs:<ul style="list-style-type: none">○ Create extracurricular clubs or programs, such as robotics, drama, or music, that are open to students across the feeder pattern.○ Offer summer camps or after-school programs focused on shared interests or academic goals.● Implement a peer mentoring program:<ul style="list-style-type: none">○ Pair older students with younger peers across feeder schools to provide mentorship and foster connections.○ Use these programs to support academic, social, and emotional growth for participating students.● Facilitate cultural and service-learning projects:<ul style="list-style-type: none">○ Collaborate on community service initiatives, such as neighborhood beautification projects, where students from different schools work together.○ Include cultural exchange events, such as storytelling nights or international days, to celebrate diversity and build connections.	<ul style="list-style-type: none">● Increased participation in cross-school events and programs as tracked by attendance records.● Positive feedback from students, families, and staff on the value of interactions between feeder schools.● Enhanced collaboration and shared initiatives across feeder pattern schools.	<ul style="list-style-type: none">● Monthly review of participation data and event outcomes.● Quarterly student feedback surveys to assess the effectiveness of cross-school interactions.● Annual evaluation of feeder pattern engagement metrics to identify successes and opportunities for improvement.	<p>Title I- To support cross-school programs and events.</p> <p>Community Partnerships- To sponsor events and provide resources for joint initiatives.</p>

		<ul style="list-style-type: none">● Establish a feeder pattern council:<ul style="list-style-type: none">○ Create a student council or advisory group with representatives from each feeder school to plan events and initiatives collaboratively.○ Use this council to gather student input on programs and opportunities that interest them.			
Objective 8: Increase the engagement of community members and potential students from outside the East End with students who reside in the neighborhood area	<p>KCWP 5: Design, Align, and Deliver Support- Develop programs and initiatives to connect students and community members from outside the East End with those in the neighborhood.</p> <p>KCWP 6: Establish Learning Culture and Environment- Promote inclusivity and collaboration through activities that highlight the strengths and diversity of the East End community.</p>	<ul style="list-style-type: none">● Host community-building events:<ul style="list-style-type: none">○ Plan events such as cultural fairs, family fun nights, or open house showcases to invite community members and potential students into the school.○ Highlight the unique history and culture of the East End neighborhood during these events.● Develop cross-community mentorship programs:<ul style="list-style-type: none">○ Pair students from the East End with peers or mentors from outside the community to build relationships and exchange perspectives.○ Include career mentoring, academic support, or shared interest groups as part of the program.● Promote collaborative learning experiences:<ul style="list-style-type: none">○ Organize joint academic or arts-based projects, such as science fairs, art installations, or musical performances, that include students from various backgrounds.○ Use these projects to showcase the talents of East End students while fostering collaboration.● Leverage partnerships with local organizations:<ul style="list-style-type: none">○ Collaborate with community organizations, universities, or local businesses to provide resources, guest speakers, or joint events.○ Use these partnerships to create opportunities for students from different areas to engage with one another.● Expand outreach efforts:<ul style="list-style-type: none">○ Use communication platforms like TalkingPoints and social media to promote events and programs to families outside the East End.○ Highlight student successes and unique opportunities available at the school to attract potential students.	<ul style="list-style-type: none">● Increased participation from community members and potential students from outside the East End in events and programs.● Positive feedback from families, students, and community members about engagement opportunities.● Greater diversity in school events and activities as reflected in attendance records.	<ul style="list-style-type: none">● Monthly tracking of participation in outreach events and programs.● Quarterly review of feedback and participation data to assess engagement efforts.● Annual evaluation of engagement metrics to identify growth and areas for improvement.	<p>Title I- To support community-building events and outreach programs.</p> <p>Community Partnerships- To provide sponsorships or in-kind resources for events and activities.</p>

7. Arts Integration

Goal 7: Arts Integration: Staff will explore arts integrated strategies to support the mastery of skills and comprehension of content in all academic areas.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes
Objective 1: Increase academic achievement among all students by developing and implementing high-quality, standards-aligned thematic programs	KCWP 1: Design and Deploy Standards- Develop thematic programs that align with state standards and integrate interdisciplinary learning. KCWP 2: Design and Deliver Instruction- Use thematic units to connect content across subjects and enhance student engagement and understanding. KCWP 6: Establish Learning Culture and Environment- Promote a school culture that values innovation and	<ul style="list-style-type: none">Develop high-quality thematic units:<ul style="list-style-type: none">Create standards-aligned thematic programs that integrate multiple content areas around a common theme, such as sustainability, innovation, or cultural heritage.Ensure themes reflect student interests and provide opportunities for real-world application of learning.Provide professional development for teachers:<ul style="list-style-type: none">Train teachers on designing and implementing interdisciplinary thematic units that align with standards and promote deeper learning.Share examples of successful thematic programs and best practices for assessment and differentiation.Incorporate project-based learning (PBL):		<ul style="list-style-type: none">Increased student achievement as measured by formative and summative assessments within thematic units.Positive feedback from students and teachers on the engagement and impact of thematic programs.Higher participation rates in project-based and interdisciplinary learning opportunities.	<ul style="list-style-type: none">Monthly PLC reviews of thematic unit implementation and assessment results.Quarterly analysis of student performance data related to thematic programs.Annual evaluation of program effectiveness through surveys, feedback, and achievement trends.
					Title I- For teacher training, resources, and materials to support thematic programming. Community Partnerships- For guest speakers, experiential learning opportunities,

	collaborative learning through thematic programming.	<ul style="list-style-type: none">○ Design thematic programs around PBL, where students complete in-depth projects that require critical thinking, collaboration, and creativity.○ Use rubrics and formative assessments to evaluate both content mastery and skill development.● Engage community partners in thematic programming:<ul style="list-style-type: none">○ Collaborate with local organizations, businesses, and universities to provide resources, guest speakers, and experiential learning opportunities related to program themes.○ Arrange field trips or virtual visits to connect students with real-world applications of thematic content.● Showcase student work:<ul style="list-style-type: none">○ Host exhibitions, performances, or presentations to highlight student learning and achievement in thematic programs.○ Invite families and community members to participate in these events and celebrate student success.			and program sponsorships.
Objective 2: LTMS will achieve School-wide National STEAM Certification	<p>KCWP 1: Design and Deploy Standards- Align arts-integrated STEAM instruction with national certification standards and state academic requirements.</p> <p>KCWP 2: Design and Deliver Instruction- Integrate the arts into STEAM disciplines to foster creativity, engagement, and deeper learning.</p> <p>KCWP 6: Establish Learning Culture and Environment- Promote a culture that values the arts as a critical component of interdisciplinary STEAM education.</p>	<ul style="list-style-type: none">● Develop arts-integrated STEAM units:<ul style="list-style-type: none">○ Create interdisciplinary units that weave visual arts, music, theater, or dance into STEM learning objectives.○ Align these units with both STEAM certification requirements and state academic standards.● Provide professional development for arts integration:<ul style="list-style-type: none">○ Train teachers in strategies for embedding the arts into STEAM instruction, such as designing creative assessments, leveraging arts-based problem-solving, and fostering collaboration between arts and STEM teachers.○ Share resources and successful examples of arts-integrated STEAM instruction to inspire implementation.● Engage students in arts-based STEAM projects:<ul style="list-style-type: none">○ Use project-based learning (PBL) to have students create artistic representations of STEAM concepts.○ Encourage students to document and present their work through multimedia portfolios or exhibitions.	<ul style="list-style-type: none">● Achievement of School-wide National STEAM Certification, with strong performance in arts integration criteria.● Increased student participation and engagement in arts-integrated STEAM projects as tracked by project completion and event attendance.● Positive feedback from students, families, and community partners on the value of arts integration in STEAM learning.	<ul style="list-style-type: none">● Monthly PLC meetings to review the development and implementation of arts-integrated STEAM units.● Quarterly audits of arts integration in STEAM instruction aligned with certification requirements.● Annual evaluation of program effectiveness through feedback, participation metrics, and	Federal Grant

		<ul style="list-style-type: none">● Collaborate with community arts organizations:<ul style="list-style-type: none">○ Partner with local arts institutions, museums, and performance groups to provide workshops, guest artists, and field experiences that enhance arts-integrated STEAM learning.○ Use these collaborations to give students exposure to careers and real-world applications of STEAM and the arts.● Showcase student achievements:<ul style="list-style-type: none">○ Host STEAM exhibitions and performances to highlight student projects that demonstrate arts integration, where students present their interdisciplinary work to families and the community.○ Create digital portfolios or virtual galleries to share student accomplishments more broadly.● Equip classrooms with arts-based resources:<ul style="list-style-type: none">○ Invest in materials that support arts integration, such as digital art tools, musical equipment, or theater supplies.○ Ensure equitable access to these resources across classrooms and programs.		readiness for certification.	
Objective 2: LTMS will achieve School-wide National STEAM Certification	KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	Through The Institute for Arts Integration and STEAM		Year	grant funded

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.

This school year we will intentionally focus on our neediest subpopulations (EL monitored, Students with Disabilities, Hispanic, and African Americans) to identify gaps in content as well as high-yield instructional strategies, which include student discourse and higher order questioning, that will address the individual needs of all our students.

Reading:

- 19% of all Morton students are novice in reading as compared to 65% P/D.

The novice rate for all our subpopulations is too high in reading.

- African American 38%
- Hispanic 36 %
- EL plus monitored 49%
- Disability 43%

Math:

- 23% of all Morton students are novice in math as compared to 53% P/D.

Like reading, the novice rate for all subpopulations is too high in math.

- African American 35%

- Hispanic 42%
- EL plus monitored 54%
- Disability 48%

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

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

KCWP #1 - Design and Deploy Standards - Continuous Improvement Activities

Process (work):

- We ensure curricular alignment reviews are an ongoing action of the PLC’s planning process.
- We ensure regularly-scheduled curriculum/department meetings to review the alignment between standards, learning targets, and assessment measures.
- We ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of instructional rounds, formal and informal observations, and standards district common unit assessments as mastery checks.
- We ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Practice (worker):

- We utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Condition (workplace) to:

- All users of assessment data use information to benefit student learning.

- We communicate to guide instructional planning, student grouping, etc.

• [KCWP #2 - Design and Deliver Instruction - Continuous Improvement Activities](#)

Process (work):

- We ensure congruency is present between standards, learning targets, and assessment measures.
- We develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.
- We develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- We establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.

Practice (worker):

- We ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments
- We plan strategically in the selection of high yield instructional strategy usage within lessons.
- We utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- We plan for and implement active student engagement strategies.
- We use formative and summative evidence to inform what comes next for individual students and groups of students.

Condition (workplace):

- We collaborate in deconstructing standards and developing congruent learning targets.
- All users of assessment data use information to benefit student learning.

[KCWP #4 - Review, Analyze and Apply Data - Continuous Improvement Activities](#)

Process (work):

- Formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

- Formative and summative assessments are aligned to the standards and learning targets.
- There is a clearly defined RTI schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.
- We have a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- We have a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- We have a progress monitoring system to monitor standards mastery for each student.
- We have a tracking system for monitoring of student achievement progress by learning target and by standard.

Practice (worker):

- We monitor a “Watch (Cusp) List” for students performing below proficiency.
- We have a communication protocol for parents/guardians regarding placement and progress in intervention support systems.
- Attendance issues are rectified as to not pose an interference with the educational process of students in partnership with Counselors and School Social Worker.

Condition (workplace):

- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
- Grades effectively and accurately communicate student achievement.
- All users of assessment data use information to benefit student learning.
- Effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	76.1 - Very High	+4.7
State Assessment Results in science, social studies and writing	72.1 - Very High	+1.5
English Learner Progress	42.7 - High	+21.2
Quality of School Climate and Safety	64.6 - Medium	+2.9
Postsecondary Readiness (high schools and districts only)	NA	NA

Graduation Rate (high schools and districts only)	NA	NA
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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 formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	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 outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency Goal

<p>Goal 1:</p> <ul style="list-style-type: none"> By 2025, <i>Morton Middle School</i> will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 65%. By 2025, <i>Morton Middle School</i> will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 53%. 		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>By 2025, Morton Middle School will increase proficient/distinguished in Reading to 69%.</p>	<p>KCWP 1 – Design and Deploy Standards:</p> <p>Ensure the current curriculum is valid (e.g., aligned to state/essential standards,</p>	<p>Ensure effective coverage of curriculum per subject and grade level</p> <p>All departments design standards-based units and map out long-range plans to ensure effective coverage of curriculum per subject per grade level, as well as horizontal and vertical alignment.</p>	<p>Successful completion of a unit plans by all content teachers at each grade level with pacing check points throughout the year by subject area representative during PLC time.</p>		<p>\$0</p>

<p>Objective 2</p> <p>By 2025, Morton Middle School will increase proficient/distinguished in Math to 61%.</p>	<p>components that support the instruction and assessment, and paced with accuracy).</p> <p>Core Content Implementation</p>	<p>Common Assessments</p> <p>All core teachers will administer the rigorous common unit assessments, provided by the district for their subject area. Teachers will work collaboratively with their PLC team to analyze the results and use them to drive instruction.</p>	<p>Teachers will analyze scores and re-teach to mastery as evidenced by assessment data reports.</p> <p>Weekly PLC sheets document students who have mastered content and students who need further support.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p>Refining our system to ensure the instructional program is intentional and of the highest quality.</p>	<p>Math Collaboration</p> <p>Algebra teachers will collaborate to implement Formative Assessment Lessons (FALs). Students will be offered additional math opportunities by participating in engaging, critical thinking activities to increase math computation, application, and math reasoning skills.</p>	<p>Teachers will collaborate with their department and implement FALs during classroom activities as evidenced by unit plans, observations, and administrative walkthroughs.</p>		District
	<p>High Quality Instructional Program</p>	<p>Teacher Training in Math Strategies</p> <p>All math teachers will remain current regarding math best practices and will implement standards- based lessons using the most effective content resources to promote student growth.</p>	<p>Teachers will implement math best practices during all classroom activities as evidenced by unit plans, observations, and administrative walkthroughs.</p>		District
		<p>Teacher Training in Reading Strategies</p> <p>ELA teachers will collaborate and discuss reading/writing strategies via monthly department meetings. As provided by the district, ELA teachers will participate in training sessions and share effective strategies with colleagues during both PLC and department meetings. Also, ELA teachers will participate in a book study to learn and practice high yield, engaging vocabulary strategies in the classroom to enhance reading support of struggling student populations.</p>	<p>Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by unit plans, observations, administrative walkthroughs.</p> <p>ELA teachers will implement the vocabulary strategies shared during the monthly department meetings as evidenced by</p>		District

			observations, unit plans, and administrative walkthroughs.		
	<p>KCWP 2: Design and Deliver Instruction:</p> <p>A process is used to measure teacher’s instructional effectiveness based on student data.</p> <p>Formative Assessments to Guide Instruction</p>	<p>Daily Do Nows/Bell Ringers/Warm-Ups</p> <p>Teachers create and implement daily Do-Nows, warm-ups, bell ringers and/or flashbacks to formatively assess current content and prior knowledge. The results are discussed and shared during PLC meetings and are used to re-teach misconceptions and to guide next steps for instruction in the classroom.</p>	Success will be monitored by PLC data, observations, and walkthroughs.		\$0
	<p>KCWP 4: Review, Analyze, and Apply Data:</p> <p>Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p> <p>Continuous Data Analysis</p>	<p>Data to Drive Instruction</p> <p>Ongoing analysis of data from MAP, KSA, common unit assessments, formative assessments, and PLC sheets will occur by stakeholders, and teachers will intentionally use the data to guide classroom instructional plans and activities.</p>	More students will score proficient or higher on district and state assessments.		\$0
		<p>PLC (Professional Learning Community) Sheets</p> <p>Teachers will document standards-based formative or summative data weekly to intentionally analyze and use data to guide instruction. PLC time will be</p>	Curriculum will be aligned to the differentiated needs of students.		\$0

		used to discuss common student data to inform instructional next steps.			
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2: Separate Academic Indicator

<p>Goal 2:</p> <ul style="list-style-type: none">● By 2025, Morton <i>Middle School</i> will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 33%.● By 2025, Morton <i>Middle School</i> will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 53%.● By 2025, Morton <i>Middle School</i> will increase Combined Writing proficient and distinguished level to 80% as measured by KSA. Current level is 78%.		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">● KCWP 1: Design and Deploy Standards● KCWP 2: Design and Deliver Instruction● KCWP 3: Design and Deliver Assessment Literacy● KCWP 4: Review, Analyze and Apply Data● KCWP 5: Design, Align and Deliver Support● KCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">● KCWP1: Design and Deploy Standards Classroom Activities● KCWP2: Design and Deliver Instruction Classroom Activities● KCWP3: Design and Deliver Assessment Literacy Classroom Activities● KCWP4: Review, Analyze and Apply Data Classroom Activities● KCWP5: Design, Align and Deliver Support Classroom Activities● KCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2025, Morton Middle School will increase proficient/distinguished in Science to 45%.	KCWP 1: Design and Deploy Standards: A process for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards.	Intentional Curriculum Planning Departments will participate in long range planning to ensure required grade level standards are aligned and being taught in each content area.	Successful completion of unit plans in each content area to verify implementation.		\$0
Objective 2 By 2024, Morton Middle School will increase proficient/distinguished in Social Studies to 64%.	Core Content Implementation				
Objective 3 By 2024, Morton Middle School will increase proficient/distinguished in Combined Writing to 80%.	KCWP 1: Design and Deploy Standards: The current curriculum is valid and aligned to state standards and assessments and paced with accuracy. Core Content Implementation	Curriculum Updates Science, Social Studies, and ELA teachers will stay abreast of new standards and curriculum changes by attending district provided sessions and/or professional learning communities.	Unit plans and teacher discussions will reflect all core content updates and standards revisions.		\$0

	<p>KCWP 2: Design and Deliver Instruction:</p> <p>Morton ensures teachers determine the most appropriate and effective high yield strategies to implement.</p> <p>Focus on High Yield Instructional Strategies</p>	<p>Effective Instructional Strategies Teachers review, discuss, and reflect on High Yield Instructional and engagement strategies during Faculty meetings. Teachers will commit to using High Yield Instructional and engagement strategies in their classrooms.</p>	Teachers will discuss and reflect on High Yield instructional and engagement strategies used in their classrooms during PLC meetings and Faculty meetings and use unit assessment data to determine the effectiveness of the High Yield/ engagement strategies being implemented in classrooms.		\$0
		<p>Technology & Professional Learning Teachers will participate in professional development regarding technology to enhance the use of it as an effective instructional resource tool in the classroom.</p>	Student engagement will increase resulting in higher student academic growth.		School
	<p>KCWP 2: Design and Deliver Instruction:</p> <p>Programs are implemented to measure their effectiveness on student achievement.</p>	<p>Schoolwide Writing Program All teachers use writing as a learning tool in their classrooms; therefore, all students will participate in Writing to Learn, Writing to Demonstrate, and Writing to Publish activities.</p>	<p>Unit plans will reflect writing across the curriculum.</p> <p>Student writing stored in Elevate will demonstrate quality student writing across the curriculum.</p>		\$0

	Writing Across the Curriculum	<p>The Triangles/Rectangles writing graphic organizer will be taught by ELA teachers and used by students at all three grade levels.</p> <p>Students will upload Writing to Publish pieces in Elevate. ELA, Science, and Social Studies content areas will provide Writing to Publish pieces.</p> <p>School-wide writing on-demand practice will be scheduled for the fall and spring.</p> <p>The District Literacy Specialist will collaborate with 8th grade ELA teachers to provide on-demand practice tasks, written feedback on student writing and oral feedback through classroom visits.</p>	<p>Student writing from school-wide sessions will be analyzed and used to guide/model student growth.</p> <p>Students will demonstrate growth in writing.</p>		
	<p>KCWP 4: Review, Analyze, and Apply Data:</p> <p>The school ensures that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p> <p>Continuous Data Analysis</p>	<p>Intentional Data to Drive Instruction</p> <p>Ongoing analysis of Separate Academic Indicator data from KSA, MAP, district common unit assessments, learning checks, and formative assessments will occur by stakeholders, and teachers will intentionally use the data to guide classroom instructional plans and activities.</p>	<p>More students will score proficient or higher on district and state assessments in science, social studies, and writing content areas.</p>		\$0

3: Gap**Goal 3:**

- By 2025, Morton Middle School will decrease the reading novice level of students with disabilities to 33% as measured by KSA. Current level is 43%.

<ul style="list-style-type: none"> By 2025, Morton Middle School will decrease the math novice level of students with disabilities to 33% as measured by KSA. Current level is 48%. 		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>By 2025, Morton Middle School will decrease Novice in Reading to 33%.</p>	<p>KCWP 2 - Design & Deliver Instruction</p> <p>Systems of collaboration are in place to meet the Tier 1 educational needs of all students.</p>	<p>Training Teachers on Engaging Math Activities</p> <p>Math teachers will be trained to implement engaging problem-solving strategies for students in math. They will participate in district training sessions, when available, and collaborate with each other during PLC time and department meetings.</p>	<p>Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by canvas modules, observations, and walkthroughs.</p>		\$0
<p>Objective 2</p> <p>By 2025, Morton Middle School will decrease Novice in Math to 33%.</p>	<p>Develop Problem Solving Skills</p>				
	<p>KCWP 2 - Design & Deliver Instruction</p>	<p>Professional Learning Communities</p>	<p>Improved collaboration and alignment of curriculum among general education, EL,</p>		\$0

	<p>A protocol exists for ensuring Tier 1 and Tier II instructional needs are met and next steps are identified.</p> <p>Work Collaboratively</p>	<p>PLCs will analyze student work and ensure the task is aligned to grade level standards.</p>	<p>and special education teachers/ classes as monitored weekly by PLC Facilitators, classroom observations, and PLC analysis of student work.</p>		
		<p>Intentionality of Grade Level Content</p> <p>Support teams will ensure that gap subpopulations receive grade level content while receiving specially designed instruction to help compensate for individual needs.</p>	<p>Gap subpopulations will show academic growth in all content areas as evidence by PLC sheets, MAP, common unit assessments, formative assessments, and academic grades.</p>		\$0
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>A system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p> <p>Continuous Data Analysis</p>	<p>MAP Analysis & Monitoring</p> <p>Reading and math teachers will administer the MAP assessment 3 times per year. Teachers will monitor student progress and specific concept understanding in math and in reading. Intentional focus will be given to the data of our students with disabilities, as well as African American, and EL subpopulations.</p>	<p>Data analysis and next steps identified by teachers during faculty meetings and PLCs. PLC Facilitators will monitor.</p>		District

	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>School leaders use all the available data and information to improve instruction and reduce the number of students scoring novice.</p>	<p>Effective Collaboration Special Education teachers will attend training to learn and practice evidence based instructional strategies to use in Collaborative ELA and math classrooms; i.e. Station teaching.</p>	<p>Math and reading skills improve for students in co-teaching classrooms as evidenced by classroom, district, and/or state assessments.</p>		District
	<p>KCWP 2 - Design & Deliver Instruction</p> <p>Systems of collaboration are in place to meet the Tier 1 educational needs of all students.</p> <p>Develop Reading Skills</p>	<p>Grade Level Curriculum All special education ELA resource students will read the anchor texts taught in general education classes and complete the district required common unit assessments.</p>	<p>Novice scores of disability students will decrease.</p> <p>Sped teachers will meet with the principal to ensure the that grade level content is taught in resource classrooms.</p>		\$0
	<p>KCWP 2 - Design & Deliver Instruction</p> <p>Strategies are implemented to measure the effectiveness on student achievement.</p> <p>Focus on High Yield Instructional and engagement Strategies</p>	<p>Effective Instructional Strategies Teachers will review, discuss, and reflect on High Yield Instructional and engagement strategies to address diverse learners. Teachers will commit to using High Yield Instructional (Accountable Talk) and engagement strategies their classrooms.</p>	<p>Teachers will discuss High Yield/ engagement strategies used in their classrooms during PLC meetings and faculty meetings. Observations and walkthroughs will document strategies being implemented in classrooms.</p>		\$0

		Technology & Professional Learning Teachers will participate in professional development on technology to enhance the use of it as an effective instructional resource tool in the classroom and balance the use of technology with other forms of instruction.	Student engagement will increase resulting in higher student academic growth. Observations and walkthroughs will document the use of a balanced technology approach.		School
	KCWP 2 - Design & Deliver Instruction A process exists to measure teacher's instructional effectiveness based on student data. Continuous Data Analysis	Progress Monitoring Teachers will use FAST, <i>Flex Literacy</i> , myPerspective, enVision, KSA, district common unit assessments, MAP, and classroom formative assessments to monitor learning and progress of all students, with an intentional focus on our students with disabilities, African American, and EL subpopulations. Differentiation decisions will be determined based on assessment data.	Fewer Gap students will score novice on assessments.		\$0
	KCWP 2 - Design & Deliver Instruction A process exists to measure teacher's instructional effectiveness based on student data. Continuous Data Analysis	MTSS Grade level teams meet to review, discuss, reflect, document and track intervention data. Additionally, a MTSS Core team is scheduled to meet bi-monthly with the MTSS Coordinators to track the data and progress of students identified as needing MTSS interventions.	MTSS Coordinator and team teachers will track intervention data.		\$0

	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>School leaders use all the data and information to improve instruction and reduce the number of students scoring novice.</p> <p>Closing the Gap</p>	<p>Managing Student Behavior Teachers will implement school wide PBIS best practices and Restorative Practices to intentionally focus on reducing the number of classroom discipline referrals, especially for the African American Population.</p>	Students will demonstrate academic growth due to less class disruptions, higher engagement, and more time spent on classroom learning tasks		District PD support
		<p>ESS & Saturday School – Extended School Services Teachers will identify struggling students in reading and math, and then recommend that they attend ESS and/or Saturday School for extra help and support with the purpose of increasing their mastery level of the content.</p>	ESS Coordinator and team teachers will track student attendance and academic improvement.		District Funding + school (\$1,000) for snacks
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>School leaders use all the data and information to improve instruction and reduce the number of students scoring novice.</p> <p>Closing the Gap</p>	<p>Reteach/Error Analysis: Based on weekly PLC classroom data, teachers will reteach concepts/standards that are not mastered during Academic Enhancement time or in the regular classroom and provide time for students to complete error analysis to learn from their mistakes.</p>	Teachers use PLC data to guide their classroom interventions. Students will demonstrate academic growth.		\$0

		Targeted Student Mentoring: Three student groups have been created, Devine Carama from LFCG, Project Uplift and Sisters Keeper, for the purpose of mentoring and supporting “Watch List” students at each grade level.	As a result of the coordinators of each program building relationships, mentoring, and monitoring students about attendance, grades, and behavior, the overall school performance of participants will improve.		GEER Grant Funds
	KCWP 4 – Review, Analyze and Apply Data School leaders use all the data and information to improve instruction and reduce the number of students scoring novice. Closing the Gap	Intervention Brainstorming Session During Team Meetings, teachers will work with their team to identify successful intervention strategies used in their classrooms. A document will be created to compile the grade level lists for school wide sharing of information.	Behavior Coach will compile the comprehensive intervention list and share with teachers at all grade levels. Teachers will use the intervention list as a resource when planning classroom activities.		\$0
	KCWP 2: Design and Deliver Instruction: Strategies are implemented in classrooms to measure their effectiveness on student achievement. Reading Skills Enhancement	Student Selection – Reading Skills Development Class Selected 6 th , 7 th , and 8 th grade students, who are significantly below grade level in reading, will be enrolled in Reading Development class. The teacher provides individually designed reading instruction to meet the differentiated needs of each student in the class. The student-teacher ratio in this class should be small (less than 15:1).	Success is measured by improvement on Common Assessments and growth on MAP.		School
	KCWP 2: Design and Deliver Instruction: Strategies are implemented in classrooms to measure their effectiveness on student achievement.	Student Selection – Math Skills Development Class Selected 6 th , 7 th , and 8 th grade students, who are identified as struggling with basic math foundational skills, will be enrolled in Math Intervention class. The teacher provides individually designed math instruction to meet the differentiated needs of each student in the class. The	Success is measured by improvement on Common Assessments and growth on MAP.		School

	Math Skills Enhancement	student-teacher ratio in this class should be small (less than 15:1).			
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4: Growth

Goal 4: <ul style="list-style-type: none">By 2025, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 45%.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 4 – Review, Analyze and Apply Data	MAP and Analysis & Monitoring in Reading and Math	Data analysis and next steps identified by teachers during Team Meetings, MTSS Meetings, and		District

<p>By 2024, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 45%.</p>	<p>Teachers use different types of assessments to ensure a balanced approach.</p> <p>Core Content Implementation</p>	<p>Reading and math teachers administer the MAP test 3 times per year. Teachers will monitor student progress and specific concept understanding in math and reading with an intentional focus on our EL subpopulation. Teachers will use the Learning Continuum to identify and stretch specific content understanding for individual students.</p>	<p>PLCs. PLC Facilitators and/or Team Leads will monitor</p>		
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>Teachers use different types of assessments to ensure a balanced approach.</p> <p>Core Content Implementation</p>	<p>Common Assessments</p> <p>Core teachers will administer the district unit common assessments to determine mastery of the grade level standards. Teachers will analyze the results and use them to drive instruction.</p>	<p>Teachers will analyze scores and re-teach to mastery as evidenced by PLC sheets and assessment data reports.</p>		\$0
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>Teachers use different types of assessments to ensure a balanced approach.</p> <p>Core Content Implementation</p>	<p>KSA Data Analysis</p> <p>All teachers will meet with the Core content area administrator during a Grade Level Meeting and/or faculty meeting to analyze deeply all aspects of KSA data, specifically including gap and growth. Teachers will identify students who are on the cusp of moving up or down a level. This data will be used to create watch lists, to identify students who need to be stretched, and those students who need interventions.</p>	<p>Success will be measured by the successful creation of Cusp Watch Lists, a review of subject/grade analysis sheets, and teacher implementation of next steps as observed by classroom visits.</p>		\$0

	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>A system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p> <p>PLC Data Sheet</p>	<p>Weekly Data Analysis All teachers complete a weekly PLC sheet to thoroughly analyze a formative or summative assessment given in their classroom. Teachers reflect on the data to determine standards/concepts students have mastered and concepts students need to re-visit, as well as strategies for enrichment and re-teaching. Teachers share PLC data reflections during weekly PLC meetings.</p>	<p>Students will show mastery of standards and classroom data averages will demonstrate growth.</p>		\$0
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>Systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.</p> <p>Increased Student Engagement</p>	<p>Student Achievement Meetings Academic Leadership teachers lead goal setting sessions at least 3 times per year to set MAP goals and KSA goals.</p> <p>A Morton Teacher Leader meets with students in small groups in the spring to challenge/motivate students to set appropriate goals for their future, as well as to set 2025 KSA goals.</p>	<p>Success will be evidenced by the attainment of each student’s personally set goals for assessments via intentional tracking of the student’s goals and successes throughout the year.</p>		\$0
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>The school leadership ensure teachers use data to determine students’ needs.</p> <p>Creating a Watch list</p>	<p>MTSS Monitoring Each team of teachers or designated team members meets with MTSS and/or Support Staff every 4-5 weeks to discuss the needs of the struggling students on the team, identify interventions implemented, evaluate their effectiveness, discuss differentiation strategies, discuss parent contacts made and resources available, and determine next steps on the road to success. All meeting notes are documented in team notebooks/team drives.</p>	<p>Success will be evidenced by decreasing the number of students on the watch lists and teacher observed student improved engagement in the classroom.</p>		\$0

	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p>Students are actively involved in knowing their own data and making decisions about their learning.</p> <p>Developing Student Work Habits</p>	<p>Highlight the Importance of Precision Across the curriculum, teachers will be intentional about working with students on attending to precision when completing classwork and assessments and paying attention to details to accurately “show what they know”.</p>	<p>Observations and walkthroughs will document this intentional focus. Students will make fewer careless mistakes when completing classroom tasks which will result in higher assessment scores.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</p> <p>Weekly Literacy Practice</p>	<p>Timed Reading The District Literacy Specialist provides grade level/content specific reading passages for ELA teachers to use 3 times per month for timed reading practice, along with reading foundational skills practice ideas. ELA teachers implement these activities and track student progress on PLC sheets.</p>	<p>ELA teachers and District Literacy Specialist will analyze the data to look for growth trends and to determine instructional supports needed.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</p>	<p>Content “Push In” of EL students EL students have been rescheduled to include time in the regular classroom of each content area to ensure access to grade level content.</p>	<p>EL students will show academic growth in all content areas as evidence by PLC sheets, MAP, common unit assessments, formative assessments, and academic grades.</p>		District

	Access to Grade Level Content				
	KCWP 5: Design, Align, and Deliver Support	Student Support Teams Teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students. (Currently – EL and Students with disabilities)	EL students and students with disabilities will receive quality classroom instruction and the supports needed to achieve academic growth. Monitoring will occur via support team documents and products.		\$0
	School leadership monitors and evaluates effectiveness of instructional supports to ensure student learning.				
	Student Support Teams and Curriculum Modification				
		Curriculum Modifications In all core classes, identify curriculum modification needs using pre-assessment strategies, and use data results to “frontload” concepts, in particular content vocabulary, where high levels of below proficient prerequisite skills are identified.	Struggling students will demonstrate more success on daily tasks and on formative and summative data.		\$0
		Incorporate Language Components Across the Curriculum To intentionally support our EL students, teachers will incorporate the four language components in daily instruction – reading, writing, listening, and speaking. Teachers will incorporate activities where students are encouraged to talk to each other.	Observations and walkthroughs will document this intentional focus. EL students will gain the much-needed practice in the four language components which will result in academic growth.		\$0

5: Quality of School Climate and Safety

Goal 5: <ul style="list-style-type: none"> By 2025, Morton Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 67.5. 		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities,

<p><i>below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">● KCWP 1: Design and Deploy Standards● KCWP 2: Design and Deliver Instruction● KCWP 3: Design and Deliver Assessment Literacy● KCWP 4: Review, Analyze and Apply Data● KCWP 5: Design, Align and Deliver Support● KCWP 6: Establishing Learning Culture and Environment	<p><i>bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">● KCWP1: Design and Deploy Standards Classroom Activities● KCWP2: Design and Deliver Instruction Classroom Activities● KCWP3: Design and Deliver Assessment Literacy Classroom Activities● KCWP4: Review, Analyze and Apply Data Classroom Activities● KCWP5: Design, Align and Deliver Support Classroom Activities● KCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>By 2025, Morton Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current Indicator Score is 67.5.f</p>	<p>KCWP 6 – Establishing Learning Culture and Environment</p> <p>Ensure the school environment is a safe, caring, and supportive space where students have optimal opportunities for academic success.</p> <p>Culture and Climate</p>	<p>School-wide Expectations Teachers will teach students our school PBIS structure – Be Ready, Be Responsible, Be Respectful.</p> <p>PBIS Team The PBIS team will plan activities to build relationships and reward students for positive behavior.</p>			<p>\$0</p> <p>PBIS Budget</p>
		<p>Teacher/Parent Task Force</p>			<p>\$0</p>

		A climate parent/teacher Task Force was formed to review and analyze QSCS student data.			
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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.

<div><div>READING</div><div><div>Novice + Apprentice:</div><div>Elementary 22.22%</div><div>Middle School 17.68%</div></div></div> <div><div>MATH</div><div><div>Novice + Apprentice:</div><div>Elementary 32.48%</div><div>Middle School 22.10%</div></div></div> <div><div>SOCIAL STUDIES</div><div><div>Novice + Apprentice:</div><div>Elementary 32.20%</div><div>Middle School 26.98%</div></div></div> <div><div>SCIENCE</div><div><div>Novice + Apprentice:</div><div>Elementary 36.21%</div><div>Middle School 36.21%</div></div></div>

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

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

- **KCWP 1: Design and Deploy Standards** – Teachers are to write learning intentions and success criteria surrounding the standards they are to teach.
- **KCWP 2: Design and Deliver Instruction** - Students receive highly effective Tier I instruction as evidenced by classroom data, report card data, district common assessment data, statewide testing data, MAP testing data, walk through evidence
- **KCWP 5: Design, Align, and Deliver Support** – MTSS, PBIS, and PLCs review data on a regular basis. These teams look a data to ensure student success. Adjustments may be made, plans and schedules revised to adjust instruction.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	<div>• Elementary Reading P+D = 77.78%</div> <div>• Elementary Math P+D = 67.52%</div> <div>• Middle School Reading P+D = 82.32%</div> <div>• Middle School Math P+D = 77.90%</div>	<div>• Elementary Reading P+D Δ: down 6.22 percentage points</div> <div>• Elementary Math P+D Δ: down 7.48 percentage points</div> <div>• Middle School Reading P+D Δ: up 0.32 percentage points</div> <div>• Middle School Math P+D Δ: down 2.10 percentage points</div>
State Assessment Results in science, social studies and writing	<div>• Elementary Science P+D = 63.79%</div> <div>•Elementary Social Studies P+D = 67.80%</div> <div>• Elementary Writing P+D = 67.80%</div> <div>• Middle School Science P+D = 63.79%</div> <div>• Middle School Social Studies P+D = 73.02%</div>	<div>• Elementary Science P+D Δ: down 5.21 percentage points</div> <div>• Elementary Social Studies P+D Δ: down 13.20 percentage points</div> <div>• Elementary Writing P+D Δ: down 10.20 percentage point</div> <div>• Middle School Science P+D Δ: down 1.21 percentage points</div> <div>• Middle School Social Studies P+D Δ: up 2.02 percentage points</div>

	<ul style="list-style-type: none">• Middle School Writing P+D = 96.83%	<ul style="list-style-type: none">• Middle School Writing P+D Δ: up 1.83 percentage points
English Learner Progress	SCAPA does not have enough students to disaggregate the data.	With not enough students to disaggregate the data, no change can be reported.
Quality of School Climate and Safety	<ul style="list-style-type: none">• Elementary Overall Rating is Red and the rating decreased significantly Climate Index = 75.2 Safety Index = 71.1• Middle School Overall Rating is Yellow and the Rating was Maintained Climate Index = 68.7 Safety Index = 65.5	<ul style="list-style-type: none">• Elementary Climate Δ: down 6.9 percentage points• Elementary Safety Δ: down 8.7 percentage points• Middle School Climate Δ: down 2.2 percentage points• Middle School Safety Δ: down 1.5 percentage points
Postsecondary Readiness (high schools and districts only)	Not Applicable	Not Applicable
Graduation Rate (high schools and districts only)	Not Applicable	Not Applicable

Explanations/Directions

<p>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.</p>					
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 formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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 outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): <i>2024-2025 Proficiency Goal for Reading and Math</i> Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score) Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives 1 and 2: READING: 1. To collaborate to increase the overall elementary reading achievement for SCAPA @ Bluegrass from 78% Proficient and Distinguished to 80% Proficient and Distinguished by June 1, 2025. 2. To collaborate to increase the overall middle school reading achievement for SCAPA @ Bluegrass from 82% Proficient and Distinguished to 84% Proficient and Distinguished by June 1, 2025.	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 school year, SCAPA teachers will receive professional development training at faculty, PLC, and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	\$0
		Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.	By the end of the 2024-2025 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth and progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students' reading and	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 1 (State your reading and math goal.): 2024-2025 Proficiency Goal for Reading and Math Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score) Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			math scores 100% of the time.		
	KWCP 2: Design and Deliver Instruction Train teachers in the use of FCPS district provided curriculum materials like enVision, Savvas, and Amplify curriculum and resources.	Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Khan Academy, Savvas, Desmos, and enVisions.	School and District Funds
		Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
	KCWP 1: Design and Deploy Standards Train teachers to use the standards as cornerstones to their lesson building.	Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills creating difficulties. Students also have a chance to ask questions and get one-on-one and small group assistance.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 1 (State your reading and math goal.): 2024-2025 Proficiency Goal for Reading and Math Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score) Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.	By the end of the 2024-2025 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC and team meeting agendas and minutes.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
Objectives 3 and 4: MATH: 3. To collaborate to increase the overall elementary math achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 4. To collaborate to increase the overall middle school math achievement from 78% Proficient and Distinguished to 80% Proficient and Distinguished by June 1, 2025.		SCAPA's Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.	There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	District funds

Goal 1 (State your reading and math goal.): <i>2024-2025 Proficiency Goal for Reading and Math</i> Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score) Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school year to improve implementation curriculum resources.	qualifying for Tier II and Tier III services as evidenced by the 2024 spring MAP test results.	District professional learning workshops attended, and certificates obtained.	
		FCPS’s Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students’ feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

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

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives 1-4: SCIENCE: 1. To collaborate to increase the overall elementary science achievement for SCAPA @ Bluegrass from 64% Proficient and Distinguished to 66% Proficient and Distinguished by June 1, 2025. 2. To collaborate to increase the overall middle school science achievement for SCAPA @ Bluegrass from 64% Proficient and Distinguished to 66% Proficient and Distinguished by June 1, 2025. SOCIAL STUDIES 3. To collaborate to increase the overall elementary social studies achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 4. To collaborate to increase the overall middle school social studies achievement for SCAPA @ Bluegrass from 73% Proficient and Distinguished to	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 school year, SCAPA teachers will receive professional development training at faculty, PLC, and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	\$0
		Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.	By the end of the 2024-2025 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth and progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students' reading and	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
75% Proficient and Distinguished by June 1, 2025. Objectives 5 and 6: WRITING: 5. To collaborate to increase the overall elementary writing achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 6. To collaborate to increase the overall middle school writing achievement for SCAPA @ Bluegrass from 97% Proficient and Distinguished to 99% Proficient and Distinguished by June 1, 2025.	KWCP 2: Design and Deliver Instruction Train teachers in the use of FCPS district provided curriculum materials like enVision, Savvas, and Amplify curriculum and resources.		math scores 100% of the time.		
		Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Khan Academy, Savvas, Desmos, and enVisions.	School and District Funds
		Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
	KCWP 1: Design and Deploy Standards Train teachers to use the standards as cornerstones to their lesson building.	Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills creating difficulties. Students also have a chance to ask questions and get one-on-one and small group assistance.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.	By the end of the 2024-2025 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC and team meeting agendas and minutes.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		SCAPA's Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.	There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	District funds

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Tier III services as evidenced by the 2024 spring MAP test results.	District professional learning workshops attended, and certificates obtained.	
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

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 Increase the norm grade level to 41 percentile or above for SCAPA’s students below grade level in both reading and mathematics on the MAP test by June 1, 2025.	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 school year, SCAPA teachers will receive professional development training at faculty, PLC, and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	\$0
Objective 2 By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Reading to 4.3%. By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Math to 6.9%		Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.	By the end of the 2024-2025 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth and progress on MAP tests three times per year as measured by	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
Objective 3 By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Reading to 2.2%. By June 1, 2025, SCAPA @ Bluegrass Middle School will					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>decrease novice in Math to 2.8%.</p> <p>Objective 4: By June 1, 2025, SCAPA @ Bluegrass Elementary will maintain novice in Science at 0%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Science to 0%.</p> <p>Objective 5: By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Social Studies to 10.2%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Social Studies to 9.4%.</p> <p>Objective 6: By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice On-Demand Writing to 3.4%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in On-Demand Writing to 0%.</p>			their fall, winter, and spring MAP tests, striving to meet growth in the students' reading and math scores 100% of the time.		
	KWCP 2: Design and Deliver Instruction Train teachers in the use of curriculum materials like, enVision, Savvas, and Amplify curriculum and resources.	Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Khan Academy, Savvas, Desmos, and enVisions.	School and District Funds
		Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
	KCWP 1: Design and Deploy Standards Train teachers in the use of district purchased resources like enVision, Savvas, and Amplify curriculum and resources, along with the district Navigator platform. Train teachers to use the standards as cornerstones for their lesson building.	Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills creating difficulties. Students also have a chance to ask questions and get one-on-one and small group assistance.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction.</p> <p>Student/teacher collaborations will occur during whole class periods and in small group sessions.</p>	By the end of the 2024-2025 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC and team meeting agendas and minutes.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		SCAPA's Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.	There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and Tier III services as	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. District professional learning workshops attended, and certificates obtained.	District funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			evidenced by the 2024 spring MAP test results.		
		FCPS’s Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students’ feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

4: English Learner Progress

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, SCAPA @ Bluegrass will grow 100% of EL students by at least 1.67% in their composite score as measured by ACCESS.	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 school year, SCAPA teachers will receive professional development training at faculty, PLC, and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	FCPS-Led and School-Led Professional Learning Workshops
		Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.	By the end of the 2024-2025 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth and progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students' reading and	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			math scores 100% of the time.		
		Use the Chromebooks for reading, language arts, math, science, social studies, writing instruction, differentiation, practice, and enrichment, accessing software and web-based applications.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Savvas, Amplify, and IXL.	School and District Funds
		Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills creating difficulties. Students also have a chance to ask questions and get one-on-one and small group assistance.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS	By the end of the 2024-2025 school year, SCAPA teachers will	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		team, and the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.	collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC and team meeting agendas and minutes.		
Objective 2		SCAPA’s Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.	There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and Tier III services as evidenced by the 2024 spring MAP test results.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. District professional learning workshops attended, and certificates obtained.	District funds

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <p>Increase the elementary Climate and School Safety Index for SCAPA from 73.2 to 81.0 by June 1, 2025.</p> <p>Increase the middle school Climate and School Safety Index for SCAPA from 67.1 to 75.0 by June 1, 2025.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>To collaborate to increase the overall Elementary Quality of School Climate and Safety Survey Indicator Rating from the Red to Green.</p> <p>Objective 2:</p> <p>To collaborate to increase the overall Middle School Quality of School Climate and Safety Survey Indicator Rating from the Yellow to Green.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>Data analysis is an ongoing process. The Quality of School Climate and Safety Survey is another piece of data that is reviewed to address identified areas of weakness.</p>	<p>SCAPA will implement the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.</p>	<p>SCAPA will complete the elementary and middle school SEL curriculum this school year.</p>	<p>Lesson plans</p>	<p>\$0</p>
		<p>SCAPA will continue to support all students in areas related to climate and safety. The Black Student Union (BSU), Gender Sexuality Alliance (GSA), Rachel's Challenge (middle school only), along with SCAPA's Student Council, will meet regularly and address areas of concern as voiced by the students.</p>	<p>The BSU, GSA, Rachel's Challenge, and Student Council will support our students and assist as needed. The concerns and issues throughout the school will decrease as students become acclimated to SCAPA.</p>	<p>Teachers that work with the BSU, GSA, Rachel's Challenge, and Student Council will meet with administration to review ways to support all of our students to address academic, artistic, belongingness and behavioral concerns.</p>	<p>\$0</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>FCPS district personnel from the Unity, Belonging, and Student Efficacy (UBSE), along with Family and Community Engagement (FACE) departments are working with SCAPA in professional learning to assist with our growth in these promoting an inclusive and accessible learning environment for all students.</p>	<p>FCPS's Unity, Belonging, and Student Efficacy(UBSE) and Family and Community Engagement (FACE) departments provide professional learning experiences for the entire SCAPA staff.</p>	<p>Students of all cultures will feel more welcome and included within the school.</p>	<p>Give the students a survey similar to the Quality of School Climate and Safety Survey in February to measure how our efforts are working. Discuss the results of that survey with the students.</p>	<p>School and District Funds</p>
		<p>SCAPA's Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.</p>	<p>There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.</p>	<p>Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.</p>	<p>School Funds and Friends of the Arts School assistance</p>

Goal 5 (State your climate and safety goal.): Increase the elementary Climate and School Safety Index for SCAPA from 73.2 to 81.0 by June 1, 2025. Increase the middle school Climate and School Safety Index for SCAPA from 67.1 to 75.0 by June 1, 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Daily recess for both elementary and middle school students. Recess is a time to build friendships and a time to relieve stress by running and playing. The time in recess also helps students refocus when they come back inside to get back to academic or artistic work.	Students’ attention is greater after they have had some time to relax and enjoy their peers’ company and companionship.	Anecdotal records of students’ abilities to focus and attend to tasks after recess as opposed to before recess.	\$0
		SCAPA Wellness Committee organizes holistic activities for both the staff and students (i.e. yoga, exercise sessions, art therapy, etc...). Students engaged in mindfulness activities throughout the year.	Number of students and staff engaging in school sponsored activities to reduce stress.	Survey the students and staff as to the benefits of the Wellness Committee’s activities to reduce stress.	School Funds provided by the District for Mental Health Wellness
Objective 2		FCPS’s Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students’ feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

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:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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		<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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

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"/>
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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.

- Math Overall Novice on KSA was 39% (this was a 1% increase in Novice compared to the year before)
- Social Studies Overall Novice on KSA was 52% (this was a 12% increase compared to the year before)
- Science Overall Novice on KSA was 35% (this was a 2% decrease compared to the year before)
- Writing Combined Overall Novice was 26% (this was a 5% increase compared to the year before.

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

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

KCWP 2 Classroom Design and Deliver Instruction
KCWP 3 Classroom Design and Deliver Assessment Literacy
KCWP 5 Classroom Design, Align, and Deliver Support Processes

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow	Increase (0.3)
State Assessment Results in science, social studies and writing	Orange	Decline (-3.7)
English Learner Progress	Green	Increase (5.1)
Quality of School Climate and Safety	Green	Increase (.06)
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By October 2028, Southern Middle School will increase Reading and Math Index from 54.5 to 59.5 (For an Increase of 5 Points)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Southern Middle will increase P/D in Reading to 50%.	KCWP 2 Classroom Design and Deliver Instruction KCWP 3 Classroom Design and Deliver Assessment Literacy	On average 1 time a week students will complete an “Article of the Week” assessment using close strategies and instructional materials including but not limited to NewsELA, Common Lit, Scholastic, My Perspectives, etc.	Measures of Success will include documentation of specific activities for Article of the week and student results in Unit PLC Documents.	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Title 1 funds for Scholastic and NewsELA and Scholastic FCPS for My Perspectives
		KCWP 2 Classroom Design and Deliver Instruction	Students will use R.AC.E strategy for Writing to Demonstrate Learning assignments/assessments.	Measures of success will included 100% of Writing teachers teaching how to use R.A.C.E. as a strategy whole class and students then being able to use this strategy on their own. Increased percentages of Proficient/Distinguished scores on writing to demonstrate learning tasks.	Documentation of R.A.C.E implementation and student use used in PLC documents and walkthrough data Samples of student work showing use of strategy.
		Students will produce one writing-to-demonstrate learning product (ERQ, SA, dialectical journals, Cornell Notes, etc.) a minimum time per week	Measures of Success will include documentation of specific writing to demonstrate learning activities in PLC documents and Increased percentages of Proficient and Distinguished scores common assessments such as ERQ’s and Short Answers.	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	N/A

Goal 1 (State your reading and math goal.): By October 2028, Southern Middle School will increase Reading and Math Index from **54.5 to 59.5** (For an Increase of 5 Points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Classroom Design and Deliver Instruction	All Reading teachers will implement cooperation and communication strategies to increase engagement and active participation/discussion in the classroom.	Documentation of specific cooperative learning strategies (Kagan, Ellevation, Socratic Circles, etc.) in Unit PLC Documents and feedback on classroom visits	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	N/A
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Reading Teachers will target students who are above the 25 th percentile on MAP and/or Novice/Apprentice on KSA and will implement Reading Plus through Academic Leadership.	Measures of Success will include full years growth on Reading MAP by the end of the school year and “Expected Growth” on weekly Reading Plus Student data.	Artifacts of implementation will include Reading Plus Progress Data, Incentive Charts, and walkthroughs.	Title 1
		Reading Teachers will reach a weekly projected goal of at least 80% of students identified as “Expected Growth” for Reading Plus Progress Assignments.	Students completing all Reading Plus components each week and completing them with “Expected Growth” accuracy.	Reading AL Teachers and Administration will conduct weekly Reading Plus Projected Growth Data checks.	N/A
Objective 2: By 2024, Southern Middle will increase P/D in Math to 43%.	KCWP 2 Classroom Design and Deliver Instruction	All Math teachers will implement cooperation and communication strategies to increase engagement and active participation/discussion in the classroom.	Documentation of specific cooperative learning strategies (Kagan, Ellevation, etc.) in Unit PLC Documents and feedback on classroom visits	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	N/A
		Teachers intentionally implement writing strategies (ex: CUBES) within the math classroom, with a focus on writing to learn and writing to demonstrate learning.	Increased number of students scoring P/D on Spring Math Learning Check	Peer observation notes, administration walkthrough and observation notes, and PLC documentation.	None Needed

Goal 1 (State your reading and math goal.): By October 2028, Southern Middle School will increase Reading and Math Index from **54.5 to 59.5** (For an Increase of 5 Points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will complete a minimum of one ERQ and one Short Answer every month.	Measures of Success will include documentation of specific ERQ and SA assignments in PLC documents and Increased percentages of Proficient and Distinguished scores common ERQ's and Short Answers.		
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students will utilize SuccessMaker Math an average of 60 minutes a week	Students meeting their winter & spring growth on Math MAP and meeting their "gain" goals on SuccessMaker data checks.	Artifacts of implementation will include Weekly SuccessMaker Math Cumulative Performance Reports, Incentive Charts, and walkthroughs.	Title 1
		All Math AL teachers will target students who are above the 25 th percentile on MAP and/or Novice/Apprentice on KSA and will implement weekly "Just in Time" interventions in addition to SuccessMaker Math during AL.	Students meeting their winter & spring growth on Math MAP and meeting their "gain" goals on SuccessMaker data checks, and a reduction of novice percentages on common summative and district created benchmark assessments.	Artifacts of implementation will include MAP Data, SuccessMaker Data, District CUA and Common Summative assessment data, and walkthroughs.	N/A

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

Goal 2 (State your science, social studies, and writing goal.): By October 2028, Southern Middle School will increase SC/SS/WR Index from 47.8 to 52.8 (For an Increase of 5 Points)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 at Southern Middle School students will increase P/D in Science by 3% in 2024-25.	KCWP 2 Classroom Design and Deliver Instruction	All Science teachers will implement cooperation and communication strategies to increase engagement and active participation/discussion in the classroom.	Documentation of specific cooperative learning strategies (Kagan, Ellevation, Socratic Circles, etc.) in Unit PLC Documents and feedback on classroom visits	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	N/A
	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 1 time a month, students will complete one ERQ to demonstrate learning.	Measures of Success will include documentation of specific ERQ assignments in PLC documents and Increased percentages of Proficient and Distinguished scores common monthly ERQ's	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	N/A
		All Science teachers will teach students how to use C.E.R. as a strategy for writing to demonstrate learning assignments.	Measures of success will included 100% of science teachers teaching how to use C.E.R as a strategy whole class and students then being able to use this strategy on their own. Increased percentages of Proficient/Distinguished scores on writing to demonstrate learning tasks.	Documentation of C.E.R implementation and student use used in PLC documents and walkthrough data Samples of student work showing use of strategy.	N/A

Goal 2 (State your science, social studies, and writing goal.): By October 2028, Southern Middle School will increase SC/SS/WR Index from 47.8 to 52.8 (For an Increase of 5 Points)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		At least 1 time a unit students will be given an assessment that requires application of science concepts learned in the unit to new phenomenon.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or Amplify platform.	Science teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	No funded needed
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Science Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will include increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.
Objective 2 By May 2025 at Southern Middle School students will increase P/D in Social Studies by 3% in 2024-25.	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 2 times a unit students will complete a DBQ (Data Based Questionnaire) styled assessment which applies concepts learned in the unit aligned the compelling questions from the inquiry based standards.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or another form of assessment analysis.	Social Studies teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Possible funding needed for Online DBQ access if FCPS does not provide. Title funds can be used if needed.
	KCWP 2 Classroom Design and Deliver Instruction	All Social Studies teachers will implement cooperation and communication strategies to increase engagement and active participation/discussion in the classroom.	Documentation of specific cooperative learning strategies (Kagan, Ellevation, Socratic Circles, etc.) in Unit PLC Documents and feedback on classroom visits	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	N/A
	KCWP 2 Classroom Design and Deliver Instruction	On average 1 time a week students will complete an “Article of the	Measures of Success	Administration and department chair will be able to access artifacts from	Title 1 funds for Scholastic and

Goal 2 (State your science, social studies, and writing goal.): By October 2028, Southern Middle School will increase SC/SS/WR Index from **47.8 to 52.8** (For an Increase of 5 Points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Classroom Design and Deliver Assessment Literacy	Week” assessment using close reading strategies and instructional materials including but not limited to NewsELA, History Alive, DBQs, etc.	will include: district training on Close Reading strategies, documentation of specific activities for Article of the week and student results in Unit PLC Documents.	PLC documents, department meeting mins, walkthroughs, samples of student work.	NewsELA
	KWCP 3 Design and Deliver Assessment Literacy:	Every unit students will complete a minimum of 1 district provided ERQ that can be found on the FCPS Social Studies Website and a minimum of 1 Short Answer.	Measures of Success will include documentation of specific ERQ assignments in PLC documents and Increased percentages of Proficient and Distinguished scores common monthly ERQ’s	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Measures of Success will include documentation of specific ERQ assignments in PLC documents and Increased percentages of Proficient and Distinguished scores common monthly ERQ’s
	KCWP 2 Classroom Design and Deliver Instruction	Students will use R.A.C.E strategy for Writing to Demonstrate Learning assignments/assessments.	Measures of success will included 100% of Writing teachers teaching how to use R.A.C.E. as a strategy whole class and students then being able to use this strategy on their own. Increased percentages of Proficient/Distinguished scores on writing to demonstrate learning tasks.	Documentation of R.A.C.E implementation and student use used in PLC documents and walkthrough data Samples of student work showing use of strategy.	N/A
	KCWP 2 Classroom Design and Deliver Instruction	All Writing teachers will implement cooperation and communication strategies to increase engagement and	Documentation of specific cooperative learning strategies (Kagan, Ellevation,	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	N/A

Goal 2 (State your science, social studies, and writing goal.): By October 2028, Southern Middle School will increase SC/SS/WR Index from 47.8 to 52.8 (For an Increase of 5 Points)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By May 2025 at Southern Middle School students will increase P/D in Writing by 3% in 2024-25.		active participation/discussion in the classroom.	Socratic Circles, etc.) in Unit PLC Documents and feedback on classroom visits		
		Writing teachers will instruct students on how to effectively use the SMS writing graphic organizer.	All students will have received instruction on and used the school wide graphic organizer successfully.	Artifacts will include documentation in PLC document, walkthrough data, and samples of student work.	No Funding Needed
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Writing teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will included increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.
	KCWP 3 Classroom Design and Deliver Assessment Literacy KWCP 4 Review, Analyze and Apply Data.	Writing Teachers will create grade level common formative assessments each week, students will complete common formative assessments, and teachers will analyze the student data in PLC’s.	PLC documents reflect weekly common formative assessments, increased percentages of Proficient and Distinguished scores on assessments, and growth met on Language Mechanics Spring MAP.	Artifacts will include documentation in PLC document, walkthrough data, and samples of student work, MAP assessment, formative/summative assessment data.	

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>By May 2025 at Southern Middle School students who are Special Education will reduce novice in reading by 5%.</p> <p>Objective 2</p> <p>By May 2025 at Southern Middle School students who are ELL will reduce novice in math by 5%.</p>	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students in Resource Math and or Math Strategies classes will use SuccessMaker Math an average of 2-3 times a week.	Measures of success will include data from SuccessMaker Math, progress monitoring data on IEP math goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and SuccessMaker Math data.	Title 1 Funds for SuccessMaker
		Students in Resource Reading and Ready Strategy classes will use Achieve 3000 an average of 2-3 times a week.	Measures of success will include data from Achieve 3000, progress monitoring data on IEP reading goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and Achieve 3000 data	FCPS funds for Achieve 300
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Evidence based strategies will be used in small group pull outs for students in co-teaching reading and math classes with IEP’s an average 1 time a week.	Measures of success will include increased scores on summative assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents and walkthrough data.	
		An average of 2 co-teaching models will be implemented each day in co-teach math and co-teach language arts classes.	Measures of success will include increased scores on summative assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents and walkthrough data, and assessment data.	Title 1 Funds to cover release time for co-teaching professional learning for math and reading

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					teachers on January 8 th .
	KWCP 4 Review, Analyze and Apply Data. KCWP 6: Establish learning Environment and Culture	All special education teachers will name and claim a minimum of 3 students on their caseloads to mentor and support/monitor the student's academic progress.	A decrease in Novice percentages and increased Proficient percentages on assessments, improved grades and meets or exceeds growth on winter and spring MAP tests.	Artifacts of implementation of will include Mentor Assignment sheet/log, student data sheets, MAP data, progress monitoring data on IEP goals, student grades.	N/A
	KCWP 2 Classroom Design and Deliver Instruction	All teachers will receive Professional Learning for "Thinking Maps" and will design and deliver instruction using Thinking Maps in their content classes.	Increased opportunities for critical thinking and writing to learn opportunities. Decreased percentages of Novice and an increase of Proficient Scores on Summative Assessments across content areas.	Completion Thinking Maps Professional Learning (6 Hours) for all staff on January 6 th . Documentation of Thinking Map resources used in PLC documents and walkthrough data Samples of student created Thinking Maps across content areas.	FCPS Funding for Thinking Maps materials and professional learning.
<p>Objective 1</p> <p>By May 2025 at Southern Middle School students who are English Language Learners will reduce novice in reading by 5%.</p>	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	RFEP students will receive Tier 2 interventions during Just in Time pull outs, Math/Reading AL Class, and/or Reading or Math RTI classes	Measures of success will include apprentice or higher scores on district common assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents (Just in Time Groups), class rosters for RTI/AL classes, and assessment data analysis.	No Funding Needed
	Objective 2				
<p>Objective 2</p> <p>By May 2025 at Southern Middle School students who are English Language Learners will reduce novice in math by 5%.</p>	KCWP 2 Classroom Design and Deliver Instruction	All teachers will receive Professional learning for "Thinking Maps" and will design and deliver instruction using Thinking Maps in their content classes.	Increased opportunities for critical thinking and writing to learn opportunities. Decreased percentages of Novice and an increase of Proficient Scores on Summative Assessments across content areas.	Completion Thinking Maps Professional Learning (6 Hours) for all staff on January 6 th . Documentation of Thinking Map resources used in PLC documents and walkthrough data Samples of student created Thinking Maps across content areas.	FCPS Funding for Thinking Maps materials and professional learning.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KWCP 4 Review, Analyze and Apply Data. KCWP 6: Establish learning Environment and Culture	All ELL students whose schedules reflect Sheltered Instruction will have an SMS teacher/staff member to mentor and support/monitor the student's academic progress.	An increase in all 4 areas on ACCESS testing. Decreased Novice percentages and increased Proficient percentages on assessments, growth goals met on all MAP tests.	Artifacts of implementation of will include Mentor Assignment sheet/log, MAP data, ACCESS testing, student grades.	N/A
	KCWP 6: Establish learning Environment and Culture	All teachers at SMS will participate "Around the World" on November 14 th and "Ready for Rigor" On February 13 th (Professional Learning provided by FCPS English Learners Department"	Increased academic performance on assessments and grades, growth goals met on MAP, and increased student ACCESS Scores.	Artifacts of implementation will include documentation of rigor/differentiation in PLC documents, walkthrough data, and student assessment data.	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By April 2028, Southern Middle School students will grow by 0.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	All students in English Language Development Classes will use Lexia English or Lexia PowerUp at least 2-3 times a week.	Measures of success will include data from Lexia English and Lexia PowerUp, increased scores on district common assessments and years growth as shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data, walkthrough data, and Lexia English and Lexia Power data.	Title 1 Funds for Lexia English and Lexia Power Up
	KCWP 2 Classroom Design and Deliver Instruction	All teachers will receive Professional learning for “Thinking Maps” and will design and deliver instruction using Thinking Maps in their content classes.	Increased opportunities for critical thinking and writing to learn opportunities. Decreased percentages of Novice and an increase of Proficient Scores on Summative Assessments across content areas.	Completion Thinking Maps Professional Learning (6 Hours) for all staff on January 6 th . Documentation in PLC documents and walkthrough data Samples of student created Thinking Maps across content areas.	FCPS Funding for Thinking Maps materials and professional learning.
	KWCP 4 Review, Analyze and Apply Data. KCWP 6: Establish learning Environment and Culture	All ELL students whose schedules reflect Sheltered Instruction will have an SMS teacher/staff member to mentor and support/monitor the student’s academic progress.	An increase in all 4 areas on ACCESS testing. Decreased Novice percentages and increased Proficient percentages on assessments.	Artifacts of implementation of will include Mentor Assignment sheet/log, MAP data, ACCESS testing, student grades.	N/A
	KCWP 6: Establish learning Environment and Culture	All teachers at SMS will participate “Around the World” on November 14 th and “Ready for Rigor” On February 13 th (Professional Learning provided by FCPS English Learners Department”	Increased academic performance on assessments and grades, growth goals met on MAP, and increased student ACCESS Scores.	Artifacts of implementation will include documentation of rigor/differentiation in PLC documents, walkthrough data, and student assessment data.	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By October 2028 Southern Middle School will increase the Quality of School Climate and Safety index from 65.8 to 70.2 (4.4 point Increase)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By October 2025 Southern Middle will increase QSSC by 1.5 to 67.8.	KCWP 6 Classroom: Establish Learning Culture and Environment	A variety of mentoring groups will be created and implemented during the school year which will meet social and emotional needs of students.	Measures of success will include and increase in student grades participating in mentoring groups and a decrease in office referrals.	Artifacts of Implementation will include Mentoring Groups Roster, documentation of participation in team and general SPS documents, and attendance/grades/referral data for students participating in mentoring groups.	
		School wide attendance incentives and attendance implementation of MTSS supports for students who are truant.	Increased ADA from 92% to 95% and a decrease in the number of students who are habitually truant in the 2024-2025 school year compared to the 2023-24.	Monthly attendance data will be shared at monthly General SPS meetings. Students in Tier 2 and 3 Attendance will have updated data at monthly team SPS meetings.	School wide attendance incentives and attendance implementation of MTSS supports for students who are truant.

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:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

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.

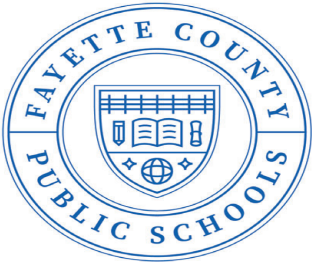
TSI/ATSI Evidence-based Practices

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"/>
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Tates Creek Middle School

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- Only 14% of students with disabilities scored P/D in reading on the KSA exam compared with 41% of all students.
- Only 12% of students with disabilities scored P/D in math on the KSA exam compared with 37% of all students.
- Only 5% of students with disabilities scored P/D on the Social Studies KSA exam, compared with 36% of all students.
- Five percent of students with disabilities scored P/D on the Writing KSA, compared with 48% of all students.

Needs Assessment: Processes, Practices, or Conditions

Due to our identification as a TSI school in Disabilities, we have identified KCWP 5 (Design, Align, and Deliver Support) as our main area of focus for the 2024-25 school year with KCWP 2 (Design and Deliver Instruction) and KCWP 6 (Establishing Learning Environment and Culture) as supporting areas of focus.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green (Reading 41%; Math 37%)	Goal - 60% (Increase Reading 19%, Math 23%)
State Assessment Results in science, social studies, and writing	Green (Science 19%; Social Studies 36%; Writing 48%)	Goal - 60% (Science 41%; Social Studies 24%; Writing 12%)
English Learner Progress	Green (ACCESS 2.3)	Goal - 2.5
Quality of School Climate and Safety	Yellow (Climate 67.0%; Safety 59.1%)	Yellow (Climate 69.0%; Safety 61%)

1: State Assessment Results in Reading and Mathematics

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in reading and math as measured by normed assessment proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 31, 2025, 60% or more of all Tates Creek Middle School students in	KCWP 1: PDSA in the PLC	Review and revise PDSA protocols and training materials.	Learning intentions and success criteria will be aligned to grade level	IB Units	No additional funding

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in reading and math as measured by normed assessment proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
grades 6-8 will perform at or above grade level in reading and math as measured by normed assessment proficiency data.		Implement PDSA protocols in collegial planning. Monitor PDSA protocol and provide feedback to teachers.	standards and be communicated to students. Learning activities will align with the identified standards. Coaching opportunities will occur during Collegial Plan by the building leadership team every Thursday to ensure alignment of standards, learning intentions, success criteria, and the learning activity. Training will be provided for all teachers in Fall 2024 during Grade Level Meetings by building leadership.	Formative and Summative Assessments Aligned Learning Intentions and Success Criteria Weekly PLC Documentation	
	KCWP 1: Clarity for Learning	Teachers will revise power standards. Teachers will realign power standards to units, considering IB unit plans and new curriculum demands. Learning intentions and success criteria will be developed in alignment with the power standards and Statement of Inquiry, posted and communicated to students multiple times within a lesson. Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area. Learning intentions and success criteria will drive formative and summative assessment tasks.	Aligned learning intentions and success criteria will exist for all power standards. Students and teachers will be able to articulate where they are in the progression of learning. Sixty percent or more of all students in grades 6-8 will perform at or above grade level on power standard assessment tasks.	Classroom walkthroughs Formative assessment data Summative assessment data Benchmark assessment data Kentucky State Assessment	General

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in reading and math as measured by normed assessment proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Tier I Instructional Framework	Identify critical lesson components based on IB philosophy and guidelines, best practice research and FCPS district walkthrough expectations. Develop instructional framework. Submit instructional framework to Chief and Secondary Director of Teaching and Learning for feedback. Develop admin walkthrough schedules. Create a peer observation system.	Sixty percent or more of all students in grades 6-8 will perform at or above grade level on power standard assessment tasks. Walkthrough feedback will indicate a strong instructional core including a clear purpose for learning, modeling, cooperative practice, individual practice and formative assessment. Peer feedback will provide constructive next steps and positive celebrations.	Formative assessment data Summative assessment data Benchmark assessment data Kentucky State Assessment Walkthrough data Peer observation feedback	No additional funding needed.
	KCWP 5: New Teacher Support and Retention Program	Beginning of year new teacher training New Teacher Mentorship Program Development of a New Teacher Handbook and Daily Checklist Monthly New Teacher meetings led by mentors and building leadership	New teacher self-assessments, feedback and surveys will indicate that new teachers are supported and know where to seek help. New teachers will score Developing or Accomplished on teacher evaluations.	Kentucky Professional Growth and Effectiveness System - Teacher Evaluation Teacher self assessment	General Funds
By May 31, 2025, 60% or more of all students in grades 6-8 will meet or exceed their annual growth targets in reading and math as measured by normed assessment growth data.	KCWP 3: Tiers II and III Structures with RTI at Work	Round with TCMS teachers, students and parents to discuss plus/deltas of FLEX time. Establish a firm FLEX plan for beginning of year. Grade Level Leads and Admin attend RTI at Work Institute in Lexington.	Formative assessment, progress monitoring and discipline data will evidence increased academic and behavioral performance of students in Tiers II and III.	FAST Bridge PBIS Data Reports in IC Classroom formative assessments	Title I

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in reading and math as measured by normed assessment proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(October 22-24, 2024) Develop Guiding Coalition. GC creates Strategy Implementation Guide (SIG) and Pathway for Tier II. Submit for feedback. Each grade level self-assesses using SIG and Pathway, then develops next steps for improving FLEX. Admin monitor and support grade level leads in the improvement process.			
	KCWP 2: Opportunities to Respond	Develop training materials that model the use of IB vocabulary and practices in Opportunities to Respond (OTR).. Train staff on OTR practices and communicate expectation of OTR every 2-10 minutes. During walkthroughs, provide explicit feedback on OTR to teachers. During Live Coaching scenarios, focus on OTR for feedback.	Walkthrough data will evidence increased levels of opportunities to respond in the classroom. Student achievement and Approaches to Learning scores will increase.	Walkthrough Data Unit formative and summative assessments FAST Bridge	No additional funding needed.

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

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in Science, Social Studies and Combined Writing as measured by the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 31, 2025, 60% or more of all Tates Creek Middle School students in grades 6-8 will perform at or above grade level in science, social studies and combined writing as measured by the Kentucky State Assessment.	KCWP 1: PDSA in the PLC	<p>Review and revise PDSA protocols and training materials.</p> <p>Implement PDSA protocols in collegial planning.</p> <p>Monitor PDSA protocol and provide feedback to teachers.</p>	<p>Learning intentions and success criteria will be aligned to grade level standards and be communicated to students.</p> <p>Learning activities will align with the identified standards.</p> <p>Coaching opportunities will occur during Collegial Plan by the building leadership team every Thursday to ensure alignment of standards, learning intentions, success criteria, and the learning activity.</p> <p>Training will be provided for all teachers in Fall 2024 during Grade Level Meetings by building leadership.</p>	<p>IB Units</p> <p>Formative and Summative Assessments</p> <p>Aligned Learning Intentions and Success Criteria</p> <p>Weekly PLC Documentation</p>	No additional funding
	KCWP 1: Clarity for Learning	<p>Teachers will revise power standards.</p> <p>Teachers will realign power standards to units, considering IB unit plans and new curriculum demands.</p> <p>Learning intentions and success criteria will be developed in alignment with the power standards and Statement of Inquiry, posted and communicated to students multiple times within a lesson.</p> <p>Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area.</p>	<p>Aligned learning intentions and success criteria will exist for all power standards.</p> <p>Students and teachers will be able to articulate where they are in the progression of learning.</p> <p>Sixty percent or more of all students in grades 6-8 will perform at or above grade level on power standard assessment tasks.</p>	<p>Classroom walkthroughs</p> <p>Formative assessment data</p> <p>Summative assessment data</p> <p>Benchmark assessment data</p> <p>Kentucky State Assessment</p>	General

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in Science, Social Studies and Combined Writing as measured by the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Learning intentions and success criteria will drive formative and summative assessment tasks.			
	KCWP 2: Tier I Instructional Framework	<p>Identify critical lesson components based on IB philosophy and guidelines, best practice research and FCPS district walkthrough expectations.</p> <p>Develop instructional framework.</p> <p>Submit instructional framework to Chief and Secondary Director of Teaching and Learning for feedback.</p> <p>Develop admin walkthrough schedules.</p> <p>Create a peer observation system.</p>	<p>Sixty percent or more of all students in grades 6-8 will perform at or above grade level on power standard assessment tasks.</p> <p>Walkthrough feedback will indicate a strong instructional core including a clear purpose for learning, modeling, cooperative practice, individual practice and formative assessment.</p> <p>Peer feedback will provide constructive next steps and positive celebrations.</p>	<p>Formative assessment data</p> <p>Summative assessment data</p> <p>Benchmark assessment data</p> <p>Kentucky State Assessment</p> <p>Walkthrough data</p> <p>Peer observation feedback</p>	No additional funding needed.
	KCWP 2: Opportunities to Respond	<p>Develop training materials that model the use of IB vocabulary and practices in Opportunities to Respond (OTR)..</p> <p>Train staff on OTR practices and communicate expectation of OTR every 2-10 minutes.</p>	<p>Walkthrough data will evidence increased levels of opportunities to respond in the classroom.</p> <p>Student achievement and Approaches to Learning scores will increase.</p>	<p>Walkthrough Data</p> <p>Unit formative and summative assessments</p> <p>FAST Bridge</p>	No additional funding needed.

By May 31, 2029, 75% or more of all students in grades 6-8 will perform at or above grade level in Science, Social Studies and Combined Writing as measured by the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		During walkthroughs, provide explicit feedback on OTR to teachers. During Live Coaching scenarios, focus on OTR for feedback.			

3: Achievement Gap

By the end of the 2028-2029 school year, disaggregated data on academic and behavioral achievement will show high comparable performance, within 10%, for all identified groups of learners.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 31, 2025, disaggregated data on academic and behavioral achievement will show high comparable performance, within 20.8%, for all identified groups of learners.	KCWP 2: Coteaching Models	Meet with the school’s Special Education Instructional Specialist to clarify expectations, goals and next steps. Collect baseline 23-24 data on coteaching model implementation Coach PLCs and co-teaching pairs using research-based resources. Conduct Coteaching Feedback Walkthroughs weekly, provide feedback to teachers based on Glows/Grows Identify additional PD and coaching needs based on data from walkthroughs.	By May 2025, coteach classrooms will implement station or parallel model 2-3 times per week, every week. Achievement data for students with IEPs will show high comparable performance, within 20.8% for all identified groups of learners.	Walkthrough data using the Coteaching Walkthrough Tool. Both announced and unannounced walkthroughs will monitor implementation of coteaching models. MAP and benchmark data	No additional funding needed.
	KCWP 5: Mentoring	Meet with FRYSC to discuss vision and identify model school-based mentorship programs. Establish initial mentor opportunities: Barber Shop, Grief Group, ONE Lexington Mentoring Research additional existing mentoring programs in	Mentor groups will meet consistently and with a high rate of attendance each week. Academic and behavior data of students	MAP and benchmark data Behavior Data	FRYSC Title I

		<p>the attendance area.</p> <p>Observe model mentorship committee meetings and events.</p>	<p>participating in mentorships will show high comparable performance, within 20.8%.</p>		
	KCWP 3: Tiers II and III Structures with RTI at Work	<p>Round with TCMS teachers, students and parents to discuss plus/deltas of FLEX time.</p> <p>Establish a firm FLEX plan for beginning of year.</p> <p>Grade Level Leads and Admin attend RTI at Work Institute in Lexington. (October 22-24, 2024)</p> <p>Develop Guiding Coalition.</p> <p>GC creates Strategy Implementation Guide (SIG) and Pathway for Tier II. Submit for feedback.</p> <p>Each grade level self-assesses using SIG and Pathway, then develops next steps for improving FLEX.</p> <p>Admin monitor and support grade level leads in the improvement process.</p>	<p>Formative assessment, progress monitoring and discipline data will evidence increased academic and behavioral performance of students in Tiers II and III.</p>	<p>FAST Bridge PBIS Data Reports in IC Classroom formative assessments</p>	Title I
	KCWP 2: Opportunities to Respond	<p>Develop training materials that model the use of IB vocabulary and practices in Opportunities to Respond (OTR)..</p> <p>Train staff on OTR practices and communicate expectation of OTR every 2-10 minutes.</p> <p>During walkthroughs, provide explicit feedback on OTR to teachers.</p> <p>During Live Coaching scenarios, focus on OTR for feedback.</p>	<p>Walkthrough data will evidence increased levels of opportunities to respond in the classroom.</p> <p>Student achievement and Approaches to Learning scores will increase.</p>	<p>Walkthrough Data</p> <p>Unit formative and summative assessments</p> <p>FAST Bridge</p>	No additional funding needed.
	KCWP 4: Data Analysis	<p>MAP data will be entered in the spreadsheet</p>	<p>Data spreadsheets will be</p>	<p>Data sheets will be</p>	No additional funding

		<p>immediately following each testing window.</p> <p>Progress on power standards will be updated after each achievement or as students make progress.</p> <p>Core teachers will be responsible weekly for entering formative assessment data.</p>	<p>filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.</p>	<p>monitored by Administration and the IB Coordinator.</p>	<p>needed.</p>
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4: English Learner Progress

By the end of the 2028-2029 school year, Tates Creek Middle School's emerging bilingual students in grades 6-8 will increase 2.5 as measured by their WIDA ACCESS Score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>By May 31, 2025, Tates Creek Middle School's emerging bilingual students in grades 6-8 will increase 0.5 as measured by their WIDA ACCESS Score.</i>	KCWP 2: Tier I Instructional Framework	<p>Identify critical lesson components based on IB philosophy and guidelines, best practice research and FCPS district walkthrough expectations.</p> <p>Develop instructional framework.</p> <p>Submit instructional framework to Chief and Secondary Director of Teaching and Learning for feedback.</p> <p>Develop admin walkthrough schedules.</p> <p>Create a peer observation system.</p>	<p>Sixty percent or more of all students in grades 6-8 will perform at or above grade level on power standard assessment tasks.</p> <p>Walkthrough feedback will indicate a strong instructional core including a clear purpose for learning, modeling, cooperative practice, individual practice and formative assessment.</p> <p>Peer feedback will provide constructive next steps and positive celebrations.</p>	<p>Formative assessment data</p> <p>Summative assessment data</p> <p>Benchmark assessment data</p> <p>Kentucky State Assessment</p> <p>Walkthrough data</p> <p>Peer observation feedback</p>	<p>No additional funding needed.</p>
	KCWP 3: Tiers II and III Structures with RTI at Work	<p>Round with TCMS teachers, students and parents to discuss plus/deltas of FLEX time.</p> <p>Establish a firm FLEX plan for beginning of year.</p>	<p>Formative assessment, progress monitoring and discipline data will evidence increased</p>	<p>FAST Bridge PBIS Data Reports in IC</p>	<p>Title I</p>

By the end of the 2028-2029 school year, Tates Creek Middle School’s emerging bilingual students in grades 6-8 will increase 2.5 as measured by their WIDA ACCESS Score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Grade Level Leads and Admin attend RTI at Work Institute in Lexington. (October 22-24, 2024)</p> <p>Develop Guiding Coalition.</p> <p>GC creates Strategy Implementation Guide (SIG) and Pathway for Tier II. Submit for feedback.</p> <p>Each grade level self-assesses using SIG and Pathway, then develops next steps for improving FLEX.</p> <p>Admin monitor and support grade level leads in the improvement process.</p>	academic and behavioral performance of students in Tiers II and III.	Classroom formative assessments	
	KCWP 2: Coteaching Models	<p>Meet with the school’s Special Education Instructional Specialist to clarify expectations, goals and next steps.</p> <p>Collect baseline 23-24 data on coteaching model implementation</p> <p>Coach PLCs and co-teaching pairs using research-based resources.</p> <p>Conduct Coteaching Feedback Walkthroughs weekly, provide feedback to teachers based on Glows/Grows</p> <p>Identify additional PD and coaching needs based on data from walkthroughs.</p>	<p>By May 2025, coteach classrooms will implement station or parallel model 2-3 times per week, every week.</p> <p>Achievement data for students with IEPs will show high comparable performance, within 20.8% for all identified groups of learners.</p>	<p>Walkthrough data using the Coteaching Walkthrough Tool.</p> <p>Both announced and unannounced walkthroughs will monitor implementation of coteaching models.</p> <p>MAP and benchmark data</p>	No additional funding needed.
	KCWP 2: Opportunities to Respond	Develop training materials that model the use of IB vocabulary and practices in Opportunties to Respond (OTR)..	Walkthrough data will evidence increased levels of opportunities to respond in the classroom.	<p>Walkthrough Data</p> <p>Unit formative and summative</p>	No additional funding needed.

By the end of the 2028-2029 school year, Tates Creek Middle School’s emerging bilingual students in grades 6-8 will increase 2.5 as measured by their WIDA ACCESS Score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Train staff on OTR practices and communicate expectation of OTR every 2-10 minutes.</p> <p>During walkthroughs, provide explicit feedback on OTR to teachers.</p> <p>During Live Coaching scenarios, focus on OTR for feedback.</p>	Student achievement and Approaches to Learning scores will increase.	<p>assessments</p> <p>FAST Bridge</p>	
	KCWP 4: Data Analysis	<p>MAP data will be entered in the spreadsheet immediately following each testing window.</p> <p>Progress on power standards will be updated after each achievement or as students make progress.</p> <p>Core teachers will be responsible weekly for entering formative assessment data.</p>	Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.	Data sheets will be monitored by Administration and the IB Coordinator.	No additional funding needed.
	KCWP 5: Professional Learning	<p>Communicating with Bilingual Families - FACE Office</p> <p><i>Do You See Me?</i> Module 1 - DEIB Office</p> <p><i>Do You See Me?</i> Module 2 - DEIB Office</p> <p>TCMS EL Teachers will push into Grade Level Meetings at least bimonthly to provide training and updates.</p>	<p>PLP will indicate an increase in communication with multi-lingual families.</p> <p>Staff request for interpreter services will increase</p>	<p>Professional Learning feedback and evaluations</p> <p>PLP</p> <p>Interpreter request log</p>	No additional funding needed.

5: Quality of School Climate and Safety

By the end of the 2028-2029 school year, Tates Creek MYP will achieve a green rating on the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 31, 2025, Tates Creek MYP will achieve a yellow rating on the Quality of School Climate and Safety Survey.	KCWP 6: Small Student Learning Communities	Meet with Ron Clark Academy representatives to discuss the marriage of House System and PBIS. Include questions about the House system in student surveys and interviews. Bring student House Leaders together to coordinate a school-wide service project. Include House competitions and teambuilding at each Power Day. Incorporate House Point reward system into Rewards Days	Students, staff, and the community will participate in an “I Belong . . .” campaign. Students will feel a greater sense of belonging at TCMS as indicated by student survey data.	Student Climate Survey Data Quality of School Climate and Safety Survey	Title I Section 6 - General
	KCWP 6: Positive Behavioral Interventions and Supports (PBIS)	Students, staff, and the community will participate in an “I Belong . . .” campaign to continue to nurture a sense of belonging in the building. Student voice will be utilized to ensure the physical learning environment (classrooms, hallways, common areas, etc.) continues to reflect student work and culture in a meaningful way. Opening week activities for students will be focused on building relationships and fostering a sense of inclusiveness and belonging. Opportunities for student voice will	The PBIS team will lead the development and analysis of a climate survey to be given to students in January 2025 to identify our greatest areas of need. There will be an increase of student participation in groups/clubs.	Student Climate Survey Data Quality of School Climate and Safety Survey	Title I Section 6 - General

By the end of the 2028-2029 school year, Tates Creek MYP will achieve a green rating on the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		be accessible through the implementation of affinity groups. Observe back-to-school PBIS expectation communication procedures. Collect, compare and analyze PBIS and Restorative Practice expectations from FCPS middle schools. Identify connections between example PBIS expectations, IB skills and Portrait of a Graduate. Lead teachers in a revision of an IB unit to make intentional connections between IB skills and PBIS expectations. Observe post-winter break PBIS expectation reviews. Present PBIS data regularly to staff in Grade Level Meetings			
	KCWP 6: Restorative Solutions	Restorative practices will continue to be a guidepost for working with students. School staff will be comfortable implementing restorative practices on a small and large scale.	There will be a mindset shift from reactive consequences to restorative practices as an initial intervention. Restorative practice training and modeling will continue through the 23-24 and 24-25 school year.	Student Climate Survey Data Quality of School Climate and Safety Survey	Title I Section 6 - General

By the end of the 2028-2029 school year, Tates Creek MYP will achieve a green rating on the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			School staff will report a high level of confidence in using these practices through a survey.		

6: Family Engagement

By the end of the 2028-2029 school year, 70% of all parents will participate in a parent engagement program, with participating parents representing the diversity of our student body.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 31, 2025, 60% of all parents will participate in a parent engagement program, with participating parents representing the diversity of our student body.	KCWP 5: Develop FACE Action Plan	<p>Collaborate with the school team and FACE Lead to develop a focus for the current school year.</p> <p>Execute the expectations established on the FACE action plan.</p> <p>Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices</p>	<p>Family Survey Participation of Staff and Families</p> <p>Analyze pre and post-action plan data Participate data of staff and families</p> <p>Participation of Staff Staff Learning Feedback form</p>	<p>Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits</p> <p>Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.</p> <p>FACE Department will monitor the professional learning request form, and staff learning feedback form</p>	Title I Section 6 - General
	KCWP 5: Clear, Consistent Two-Way Communication	<p>Students will write a Hopes and Dreams Letter.</p> <p>Letters will be shared with families at a community night.</p> <p>Families will have the opportunity to write <i>Hopes and Dreams for My Child</i> letters.</p>	<p>Family Survey Participation of Staff and Families</p> <p>Analyze pre and post-action plan data Participate data of staff and families</p> <p>Participation of Staff Staff Learning Feedback form</p>	<p>Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits</p> <p>Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.</p> <p>FACE Department will monitor the professional learning request form, and staff learning feedback form</p>	Title I Section 6 - General

By the end of the 2028-2029 school year, 70% of all parents will participate in a parent engagement program, with participating parents representing the diversity of our student body.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Conferences and Student Progress	Family engagment nights will include a data night with student-led conferences.	Family Survey Participation of Staff and Families	Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title I Section 6 - General
		Famliy conference night will engage families who will be invited with postcards and phone calls.	Analyze pre and post-action plan data Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.	
			Participation of Staff Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	
By May 31, 2025, family and community stakeholder survey results will be at least a 4.0 (out of a 5-point scale) in the areas of Communication and Providing Resources to Students for Learning.	KCWP 5: Clear, Consistent Two-Way Communication	A link to a Google Form for two-way communication will be revised and posted on the website.	Family Survey Participation of Staff and Families	Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title I Section 6 - General
		Families will have access to two-way messaging in Toddle, our Learning Managment System	Analyze pre and post-action plan data Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.	
			Participation of Staff Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	
	KCWP 5: Open Spaces	Commodores Connect Dinner to gather general input from families about improvements and their vision for the school.	Family Survey Participation of Staff and Families	Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title I Section 6 - General
		Empathy interviews will be conducted to make face-to-face connections and dig into themes that arise at the dinner.	Analyze pre and post-action plan data Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.	
			Participation of Staff Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	

By the end of the 2028-2029 school year, 70% of all parents will participate in a parent engagement program, with participating parents representing the diversity of our student body.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Family Learning	<p>Our IB coordinator will develop and distribute a TCMS Overview booklet to describe the instructional program to families.</p> <p>Culture Night will celebrate and educate our community's many cultures.</p> <p>Literacy Night will feature an explanation of our grading system, MAP, and Toddle.</p>	<p>Family Survey Participation of Staff and Families</p> <p>Analyze pre and post-action plan data Participate data of staff and families</p> <p>Participation of Staff Staff Learning Feedback form</p>	<p>Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits</p> <p>Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year.</p> <p>FACE Department will monitor the professional learning request form, and staff learning feedback form</p>	Title I Section 6 - General

Special Considerations for Targeted Support and Improvement (TSI)

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> <p>The implementation of research-based, systematic, continuous improvement practices ensure that school leadership have the skills to achieve meaningful increases in student achievement for underperforming subgroups. Two specific initiatives guide our work in this area: a commitment to the principles of <i>The Leadership Challenge</i> and regular monitoring of student achievement data.</p> <p><i>The Leadership Challenge</i></p> <p>Determined to grow leaders at all levels - district, principals, assistant principals, support staff supervisors, and teacher leaders - in transformational leadership skills, Fayette County's middle school office guided us in learning and coaching around <i>The Leadership Challenge</i>.</p> <p><i>The Leadership Challenge</i> authors James Kouzes and Barry Posner have done rigorous research into leadership behaviors and discovered that successful leadership comes down to an observable set of five skills and abilities. By frequently engaging in the five basic practices leaders can learn to perform at their personal best.</p>

Tates Creek Middle School leadership began exploring the five leadership practices through learning and coaching modules, which we apply directly to a specific, school-based project or initiative. At Tates Creek Middle School, our Assistant Principal Leadership project is increasing the achievement of students with Individual Education Plans. Considering the Leadership Challenge modules and applying them to our project, we’ve grown in vision setting and enabling others to act. Through clear objectives, tightly aligned strategies and activities, clear communication and intentional, transparent monitoring, we are seeing change happen in our building.

Monitoring of Student Achievement Data

The second way in which we are ensuring sustainable increases in performance is the regular monitoring of student achievement data. Tates Creek Middle School meets with district leadership every week to discuss achievement and every thirty days reviews subgroup data. Pulling together the work from the previous actions, school leaders analyze significant stakeholder voice trends from surveys, student advisory council, and/or rounding, combined with academic, discipline, and walkthrough data. We are asked to respond to questions including:

- 1. Did the actions from the last 30 days have an impact on student learning rates (targeted group)?
- 2. What adjustments will you make in the next 30 days to impact student learning rates (targeted group)?
- 3. What leadership moves will you make to hold individuals accountable for implementing the change needed?
- 4. What leadership moves will you make to ensure that small or large wins are celebrated with staff and students?
- 5. What support do you need from the district to ensure these steps are taken?

The conversations with school support teams are designed to maintain focus on the targeted support groups, monitor their progress and make informed adjustments throughout the year.

These initiatives - professional learning around *The Leadership Challenge* and regular monitoring of student achievement data - will ensure collective learning and growth in leadership skills and abilities and will lead to meaningful growth for our underperforming subgroups.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Tates Creek Middle School pulled a representative sample of student records to study the TSI subpopulation identified: students with disabilities. We then walked through a series of questions (shown below) that address possible inequity related to time, schedules, materials, rigorous content, and quality instruction. We identified areas of concern and developed an action plan to address those areas. We will be reviewing process and product data every 30 days to ensure that the things we are doing are being implemented and monitored, as well as making an impact on the identified population. We will then adjust the plan every 30 days based on the review.

<i>Resource Allocation Questions:</i>	Possible Next Steps:
<i>Do the students in your targeted sub-group have the time that they need to reach mastery on standards?</i>	Additional time is needed for reteaching and reassessment on grade-level standards. Use of FLEX time to provide strategies and supports.
<i>Are your schedules appropriate so that all students, especially those in targeted subgroups, have access to core time as well as any needed interventions?</i>	Co-teach and resource classes exist in each grade level, and intervention time is provided daily outside of core time.
<i>Are the materials that you are using with that subgroup up-to-date, relevant, and rigorous? When were those last reviewed?</i>	Materials were last reviewed and adopted in the spring of 2024. Teachers have been trained on essential standards, Clarity for Learning, co-teach models and opportunities to respond.
<i>Do students in your targeted subgroups have access to rigorous, grade-level standards?</i>	Leadership push-in to PLC with professional learning and PDSA checklist Teacher training with Clarity work, Co-Teaching and Opportunities to Respond Expanded walkthroughs with coaching and support from instructional leadership team.
<i>Do students in your targeted subgroups have access to high-quality teaching that includes daily use of high-leverage practices?</i>	Leadership push-in to PLC with professional learning and PDSA checklist Teacher training with Clarity work, Co-Teaching and Opportunities to Respond Expanded walkthroughs with coaching and support from instructional leadership team. School emphasis on opportunities to respond and engagement strategies
<i>Is there anything additional creating barriers around your sub-group based on your student audit process?</i>	Math vacancy, staff absences

The resource inequity that may be contributing to underperformance that we identified is lack of access to grade-level aligned instruction and staffing concerns.

Our next steps to address the identified inequity is to refocus on essential standards, retrain teachers on Clarity for Learning for grade-level standards, continue to build student independence, and increase opportunities to respond in all content areas.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Tates Creek Middle School analyzed the QSCS data using a deep dive protocol that allowed us to review the data as well as comparing the subgroup data to the whole group population. We used other data including behavior data, walkthrough data, and student surveys to validate our findings and root cause analysis. We identified areas of concern and developed an action plan to address those areas. We will be reviewing these data cyclically to ensure that the things we are doing are being implemented and monitored, as well as making an impact on the identified population. We will then adjust the plan every 30 days based on the review.

Learning Culture Questions	Next Steps/Support Needed
<i>Are there significant gaps between QSCS responses of the targeted sub-group as compared to all students?</i>	<p>Establish and meet with Student Advisory Council (that includes members of targeted sub-group) on a 30 day cycle. Communicate actions taken to address concerns/suggestions from those meetings to all students, staff and families.</p> <p>Create student survey with targeted questions to use with students two times per school year. Communicate actions taken to address concerns/suggestions from survey to all students, staff and families.</p> <p>Round with students or parents in the targeted sub-group on a routine basis, review responses and decide on next steps based on the learning. Communicate actions taken to address concerns/suggestions from rounding to all students, staff and families.</p>
<i>Are there concerns that relate to behavior disproportionality?</i>	<p>Revisit school-wide discipline level system.</p> <p>Coach specific teachers on restorative practices</p> <p>Communicate behavior data monthly in grade-level meetings and co-create action plans with the Developmental Responsiveness Committee and grade-level leaders.</p>
<i>Are there concerns that relate to Social Emotional Learning?</i>	<p>Coach specific teachers around the implementation of Commodore Time and SEL curriculum.</p> <p>Set up a classroom/school visit with the FCPS Director of Student Services to provide feedback and</p>

	coaching.
<i>Are there concerns relate to Positive Behavioral Intervention Systems?</i>	Revisit school flow chart of majors and minors. Coach specific teachers on restorative practices. Coach specific teachers around targeted areas of PBIS implementation. Set up learning walks and include the Director of Student Services to allow teachers to observe exemplar PBIS practices.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

INTERVENTION 1: OPPORTUNITIES TO RESPOND

Adamson R. R., Lewis T. J. (2017). A comparison of three opportunity-to-respond strategies on the academic engaged time among high school students who present challenging behavior. *Behavioral Disorders*, 42(2), 41–51.

Cooper J. T., Scott T. M. (2017). The keys to managing instruction and behavior: Considering high probability practices. *Teacher Education and Special Education*, 40, 102–113.

Didion L., Toste J., Wehby J. (2018). Response cards to increase engagement and active participation of middle school students with EBD. *Remedial and Special Education*. Advance online publication.

Gage N., Scott T., Hirn R., MacSuga-Gage A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders*, 43, 302–315.

Klem, A. M., & Connell, J. P. (2009). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74, 262– 273.
doi:10.1111/j.1746-1561.2004.tb08283.x

Meeting the learning needs of our students with special needs continues to be an area for improvement. Tates Creek Middle School has been identified as TSI for students with special needs. Our students with Individualized Education Plans are performing in the lowest quartile for students with special needs.

- KSA Data for Students with **Special Needs**:
 - Quality of School Climate & Safety is comparable to All Students
 - Novice in Reading: 63%
 - Novice in Math: 64%

Tates Creek Middle will be supporting a high level of student engagement through use of a variety of instructional strategies that result in frequent opportunities to respond. The studies cited above were reviewed by our administration who made the recommendation to select this intervention. This study was conducted using longitudinal data sets from six elementary schools and three middle schools. The study found that student engagement is a strong predictor of academic achievement regardless of many student-level factors (Klem & Connell, 2009) Increasing opportunities to respond increases quality student engagement levels, resulting in the following:

- Increased rates of student engagement among students with behavioral special needs (Adamson & Lewis, 2017);
- Increased active participation of students with emotional and behavioral special needs (Didion, Toste & Wehby, 2018);
- Increased engagement in the curriculum (Gage, Scott, & MacSuga-Gage, 2018).

This intervention will be implemented at all grade levels to help our students with IEPs catch up with their peers. We will implement this intervention, in line with the studies, by training all teachers on how frequent opportunities to respond impact student learning, examples and non-examples of effective opportunities to respond, and a bank of effective opportunity to respond strategies that will be used in daily instruction. We will clarify the expectation that every student should receive an opportunity to respond at an interval not to exceed ten minutes. This intervention will be monitored through frequent unannounced walkthroughs by school-level and district-level leaders. Teachers will receive personalized coaching based on walkthrough data.

Based on our review of the evidence and our student data, we believe that this is Level 1 evidence. Cited studies employed an experimental study design, and the populations studied overlapped with the students we serve.

INTERVENTION 2: PARALLEL AND STATION TEACHING

Wraight, J. M. (2019). *The effects of station teaching on academic achievement, attention and focus of students with learning disabilities in an inclusive classroom* (Publication No. 2724) [Doctoral dissertation, Rowan University]. <https://rdw.rowan.edu/etd/2724>

Tates Creek Middle School will be supporting the implementation of the station and parallel co-teaching models. As we look at our data, we have seen a stagnant low-performance in our academic performance data for special education students in both MAP and state assessment data. The study cited above was reviewed by the administration and presented to our Professional Learning Communities. An ABAB single subject design was used to look at one of the six co-teaching models developed by Friend and Cook (Wright, 2019). The study was conducted on 679 Kindergarten through 8th grade students. Within the school, there were 53 students receiving special education services in six special education classes. The study shows an increase in academic achievement from each baseline to intervention phase and from one intervention phase to the next. The data indicates an increase of 10% in the mean score from baseline phase 2 (73.9%) to intervention phase 2 (83.9%). Additionally, all students in the experimental group increased their mean score between the two intervention phases. In the area of attention and focus, student engagement was up when using the station teaching model as an intervention. By the second phase of the intervention student focus and attention was seen over 50% of the time for all students.

The use of co-teaching will be implemented at all grade levels as a prior instructional model when both a general and special educator are present. The small group design of parallel and station teaching encourages increased focus, provides multiple opportunities for practice turns and feedback and will increase academic performance of students with disabilities. In implementing the instructional practices outlined in the study, we will use the Close the Gap KY model to evaluate our co-teaching practices, train all teachers on effective co-teaching strategies and provide frequent opportunities for coaching. We will begin by communicating the expectation that parallel or station teaching must be implemented one time per week and increase the expectation as our teachers gain expertise with the instructional model. The intervention will be monitored through announced and unannounced walkthroughs conducted frequently by school leaders. Data will be recorded using the Co-Teaching Walkthrough Tool and be used to provide individualized feedback to teachers.

Based on our review of the evidence and student data, this is Level II evidence. It used a quasi-experimental design and the population overlapped with the students we serve.

TSI Evidence-based Practices

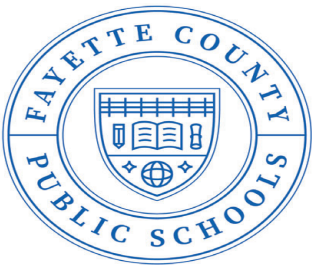
The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), 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 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
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Train staff to implement co-teaching models	Wraight, J. M. (2019). <i>The effects of station teaching on academic achievement, attention and focus of students with learning disabilities in an inclusive classroom</i> (Publication No. 2724) [Doctoral dissertation, Rowan University]. https://rdw.rowan.edu/etd/2724	<input checked="" type="checkbox"/>
Support continued implementation and refinement of OTR	<p>Adamson R. R., Lewis T. J. (2017). A comparison of three opportunity-to-respond strategies on the academic engaged time among high school students who present challenging behavior. <i>Behavioral Disorders</i>, 42(2), 41–51.</p> <p>Cooper J. T., Scott T. M. (2017). The keys to managing instruction and behavior: Considering high probability practices. <i>Teacher Education and Special Education</i>, 40, 102–113.</p> <p>Didion L., Toste J., Wehby J. (2018). Response cards to increase engagement and active participation of middle school students with EBD. <i>Remedial and Special Education</i>. Advance online publication.</p> <p>Gage N., Scott T., Hirn R., MacSuga-Gage A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. <i>Behavioral Disorders</i>, 43, 302–315.</p> <p>Klem, A. M., & Connell, J. P. (2009). Relationships matter: Linking teacher support to student engagement and achievement. <i>Journal of School Health</i>, 74, 262– 273. doi:10.1111/j.1746-1561.2004.tb08283.x</p>	<input checked="" type="checkbox"/>
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Winburn Middle School Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Students with disabilities are scoring significantly below all students with 6% scoring proficient or distinguished on KSA in reading as opposed to 35% of all students.
Students with disabilities are scoring significantly below all students with 7% scoring proficient or distinguished on KSA in math as opposed to 29% of all students.
Students in our EL plus group are scoring significantly below all students with 10% scoring proficient or distinguished on KSA in reading as opposed to 35% of all students.
Students in our EL plus group are scoring significantly below all students with 8% scoring proficient or distinguished on KSA in math as opposed to 29% of all students.

Needs Assessment: Processes, Practices, or Conditions

To address the academic achievement of English Learners (EL) and students with disabilities at WMS, a structured Professional Learning Community (PLC) process will focus on analyzing data and creating actionable plans. An EL Coach will provide targeted support, while an MTSS Coordinator will oversee tiered interventions. Professional development on teacher clarity and visible learning will enhance instructional precision. Intentional practices, including differentiated and culturally responsive strategies, will be prioritized. Collaboration with district specialists and consistent progress monitoring will ensure data-driven adjustments and sustained improvement.
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Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics		
State Assessment Results in science, social studies, and writing		
English Learner Progress		
Quality of School Climate and Safety		

Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

1: State Assessment Results in Reading and Mathematics

By 2028, Winburn Middle School will increase Reading proficient and distinguished level to 38% as measured by KSA. (current 32%)					
By 2028, Winburn Middle School will increase Math proficient and distinguished level to 33% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Winburn Middle School will increase Reading proficient and distinguished level to 34 % as measured by KSA.	KCWP 1: Design and Deploy Standards	<p>Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards.</p> <p>Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria.</p> <p>As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.</p> <p>As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard is being addressed.</p> <p>Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p> <p>Academic progress through common formative assessments.</p>	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Reading proficient and distinguished level to 38% as measured by KSA. (current 32%)					
By 2028, Winburn Middle School will increase Math proficient and distinguished level to 33% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Tier 2 and Tier 3 Interventions classes will be developed and monitored for academic success.			
	KCWP 2: Design and Deliver Instruction	<p>Teachers will work collaboratively to understand and incorporate academic vocabulary and command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p> <p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>All learning intentions and success criteria will incorporate the correct terminology, and all teachers and students will be able to define and apply the command terms in context.</p> <p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<p>Teachers will work on the identification and incorporation of the command terms as it relates to their content area.</p> <p>Teachers will continue to work in the summer of 2025 to ensure alignment across the school. School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom.</p> <p>Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.</p> <p>The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.</p>	Title 1 or SIF if needed.
By 2025, Winburn Middle School will increase Math proficient and distinguished level to 29% as measured by KSA	KCWP 1: Design and Deploy Standards	<p>Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards.</p> <p>Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria.</p>	Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Reading proficient and distinguished level to 38% as measured by KSA. (current 32%)
By 2028, Winburn Middle School will increase Math proficient and distinguished level to 33% as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.</p> <p>As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard is being addressed.</p> <p>Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom</p> <p>Tier 2 and Tier 3 Interventions classes will be developed and monitored for academic success.</p>	Academic progress through common formative assessments.		
	KCWP 2: Design and Deliver Instruction	<p>Teachers will work collaboratively to understand and incorporate academic vocabulary and command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p> <p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered</p>	<p>All learning intentions and success criteria will incorporate the correct terminology, and all teachers and students will be able to define and apply the command terms in context.</p> <p>All teachers will use Kagan structures in their classroom regularly to engage students in</p>	<p>Teachers will work on the identification and incorporation of the command terms as it relates to their content area.</p> <p>Teachers will continue to work in the summer of 2025 to ensure alignment across the school. School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom.</p>	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Reading proficient and distinguished level to 38% as measured by KSA. (current 32%) By 2028, Winburn Middle School will increase Math proficient and distinguished level to 33% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		approaches to instruction and learning.	speaking, listening, and writing.	Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching. The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.	

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

By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA. By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA. By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Winburn Middle School will increase Science proficient and distinguished level to 26% as measured by KSA.	KCWP 1: Design and Deploy Standards	<p>Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards.</p> <p>Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria.</p> <p>As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.</p> <p>As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p> <p>Academic progress through common formative assessments.</p>	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	Title 1 or SIF if needed.

<p>By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA.</p> <p>By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA.</p> <p>By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>understanding, procedural skill and fluency, application) called for by the standard is being addressed.</p> <p>Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom</p> <p>Tier 2 and Tier 3 Interventions classes will be developed and monitored for academic success.</p>			
	KCWP 2: Design and Deliver Instruction	<p>Teachers will work collaboratively to understand and incorporate academic vocabulary and command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p> <p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>All learning intentions and success criteria will incorporate the correct terminology, and all teachers and students will be able to define and apply the command terms in context.</p> <p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<p>Teachers will work on the identification and incorporation of the command terms as it relates to their content area.</p> <p>Teachers will continue to work in the summer of 2025 to ensure alignment across the school. School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom.</p> <p>Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.</p> <p>The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.</p>	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA.
 By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA.
 By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Winburn Middle School will increase Social Studies proficient and distinguished level to 33% as measured by KSA.	KCWP 1: Design and Deploy Standards	<p>Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards.</p> <p>Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria.</p> <p>As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.</p> <p>As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard is being addressed.</p> <p>Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom</p> <p>Tier 2 and Tier 3 Interventions classes will be developed and monitored for academic success.</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p> <p>Academic progress through common formative assessments.</p>	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	Title 1 or SIF if needed.
	KCWP 2: Design and Deliver Instruction	Teachers will work collaboratively to understand and incorporate academic vocabulary and command terms into	All learning intentions and success criteria will	Teachers will work on the identification and incorporation of	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA. By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA. By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p> <p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>incorporate the correct terminology, and all teachers and students will be able to define and apply the command terms in context.</p> <p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<p>the command terms as it relates to their content area.</p> <p>Teachers will continue to work in the summer of 2025 to ensure alignment across the school. School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom.</p> <p>Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.</p> <p>The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.</p>	
By 2025, Winburn Middle School will increase Combined Writing proficient and distinguished level to 30% as measured by KSA.	KCWP 1: Design and Deploy Standards	<p>Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards.</p> <p>Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria.</p> <p>As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p> <p>Academic progress through common formative assessments.</p>	<ul style="list-style-type: none">Weekly PLC meetingsBackwards planning tool	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA.
By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA.
By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(Academic Vocabulary), phrases and sentences within text. As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard is being addressed. Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom Tier 2 and Tier 3 Interventions classes will be developed and monitored for academic success.			
	KCWP 2: Design and Deliver Instruction	Teachers will work collaboratively to understand and incorporate academic vocabulary and command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding. Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.	All learning intentions and success criteria will incorporate the correct terminology, and all teachers and students will be able to define and apply the command terms in context. All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.	Teachers will work on the identification and incorporation of the command terms as it relates to their content area. Teachers will continue to work in the summer of 2025 to ensure alignment across the school. School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. Classroom walkthroughs will be used to monitor for the use of	Title 1 or SIF if needed.

<p>By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA.</p> <p>By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA.</p> <p>By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>Kagan structures and provide opportunities for coaching.</p> <p>The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.</p>	
By 2025, Winburn Middle School will increase Combined Writing proficient and distinguished level to 30% as measured by KSA.	KCWP 2: Design and Deliver Instruction	<p>A common language and updated writing policy will be developed and implemented school-wide to ensure alignment in writing instruction across the building. Content-specific strategies and appropriate command terms will be incorporated into this plan.</p> <p>Students will have multiple opportunities in all grade levels and in all content areas for on-demand writing practice. All teachers will understand the rubric for on-demand writing and engage students regularly in writing.</p> <p>Additional courses, such as Creative Writing, will be focused on writing instruction at a high level. Students will be intentionally enrolled in courses based on identified need and student interest.</p>	<p>Students will have multiple opportunities in all classes to write and show what they have learned through writing. All teachers will use a common language when engaging in writing instruction.</p> <p>The number of on-demand writing opportunities for students will increase. All teachers will understand the on-demand writing rubric and be able to communicate this to students.</p> <p>Creative writing courses will expose students to varied and specific writing strategies</p>	<p>A representative team will be convened to update the TCMS writing policy with a focus on developing a common language for writing across content areas that incorporates the command terms..</p> <p>Teachers will be exposed to the on-demand writing rubric and feel comfortable implementing this type of writing in their classroom.</p> <p>School-wide, grade-level, and content specific opportunities for on-demand writing will be identified and implemented. Specific dates for on-demand writing practice will be reflected on the school-wide calendar.</p>	Title 1 or SIF if needed.

By 2028, Winburn Middle School will increase Science proficient and distinguished level to 30% as measured by KSA. By 2028, Winburn Middle School will increase Social Studies proficient and distinguished level to 36% as measured by KSA. By 2028, Winburn Middle School will increase Combined Writing proficient and distinguished level to 34% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			aligned with the school-wide writing policy.		

3: Achievement Gap

By May 2025 and evidenced through state summative assessment results, WMSI will decrease the percentage of students performing in the Novice category ofr EL and Students with disabilities in reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 15%.	KCWP 2: Design and Deliver Instruction	Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas. Teachers will engage in professional learning around WIDA can-do descriptors. Teachers will integrate oral and written language instruction into content area teaching.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	
	KCWP 2: Design and Deliver Instruction	English Learner instructors will engage in deeper learning around support for English Learners.	Attendance to the NABE National Conference		

By May 2025 and evidenced through state summative assessment results, WMSI will decrease the percentage of students performing in the Novice category ofr EL and Students with disabilities in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			PLC planning on implementation of strategies		
By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to 15%.	KCWP 2: Design and Deliver Instruction	Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas. Teachers will engage in professional learning around WIDA can-do descriptors. Teachers will integrate oral and written language instruction into content area teaching.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	
	KCWP 2: Design and Deliver Instruction	English Learner instructors will engage in deeper learning around support for English Learners.	PLC planning on implementation of strategies		
By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 15%.	KCWP 2: Design and Deliver Instruction	Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	

By May 2025 and evidenced through state summative assessment results, WMSI will decrease the percentage of students performing in the Novice category ofr EL and Students with disabilities in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will engage in professional learning around WIDA can-do descriptors. Teachers will integrate oral and written language instruction into content area teaching.	implementation of strategies.		
	KCWP 2: Design and Deliver Instruction	English Learner instructors will engage in deeper learning around support for English Learners.	PLC planning on implementation of strategies		
By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 15%	KCWP 2: Design and Deliver Instruction	Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas. Teachers will engage in professional learning around WIDA can-do descriptors. Teachers will integrate oral and written language instruction into content area teaching.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	
	KCWP 2: Design and Deliver Instruction	English Learner instructors will engage in deeper learning around support for English Learners.	PLC planning on implementation of strategies		

4: English Learner Progress

By 2028, Winburn Middle School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 2: Design and Deliver Instruction	Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas. Teachers will engage in professional learning around WIDA can-do descriptors. Teachers will integrate oral and written language instruction into content area teaching.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies.	Title 1 or SIF if needed.
	KCWP 2: Design and Deliver Instruction	English Learner instructors will engage in deeper learning around support for English Learners.	Attendance to the NABE National Conference PLC planning on implementation of strategies		SCIF, Title 1, or Title 2

5: Quality of School Climate and Safety

By 2028, Winburn Middle School will increase the quality of school climate and safety index to 75% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Winburn Middle School will increase the quality of school climate and safety	KCWP 6: Establishing Learning Culture and Environment	Student Support will identify students based on family input, staff	Student involvement.	MTSS Tier II and III documentation Student support team documentation	

By 2028, Winburn Middle School will increase the quality of school climate and safety index to 75% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
index to 70% as measured by KSA.		input, and student input for counseling services.			
	KCWP 6: Establishing Learning Culture and Environment	All students take part in weekly participation in the Second Steps program during their Academic Enhancement class to engage in character development lessons.	Student involmment. Referral data.	Classroom observations	
	KCWP 6: Establishing Learning Culture and Environment	As part of Tier 1 Intervention, PBIS will recruit one parent to be a member of the committee as part of analyzing school-wide behavior and interventions.	Parent involvement.	MTSS Tier 1 documentation	
	KCWP 6: Establishing Learning Culture and Environment	Students will be evaluated via the Devereux Student Strengths Assessment (DESSA) twice throughout the school year in the area of social and emotional competencies to assist in the plan of instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes.	Dessa Completion	SEL at Tier 1, Tier 2, and Tier 3	

6: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI)

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> <p>We will ensure school leadership actively collaborates with teachers by embedding administration into the review of both formative and summative student achievement data. This process will involve working closely with district personnel, including content area specialists, the Director of Student Achievement, the Chief of Schools, and departments such as DEIB, EL, and Special Education. Administrators and staff will attend relevant professional development together to build shared expertise, ensuring equity-focused practices and sustainable strategies to accelerate achievement for underperforming subgroups.</p>
Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

The school begins the process of determining the master schedule and staffing in late January each year. We conduct a needs assessment for each subgroup of students and compare that data to the allocation data provided by the district. We then schedule meetings with various directors to share the needs vs. ratio staffing data to determine if additional resources are available for the school. Once those meetings are finalized, the master scheduling committee will determine the minimum number of staff needed to meet the needs of students. The principal will then look for additional resources, such as Title I funding, to secure as many needed positions as possible. The principal shall ensure adequate staff to meet the needs of all students. Ad hoc groups of stakeholders will support the development of the plan and the school’s SBDM Council will review and adopt the master schedule and staffing proposal for the following school year.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted subgroups that receive resource class support are grouped as closely as possible based on skill sets and academic goals. These classes are funded, as much as possible, to keep the number of students per class as low as possible to ensure each student receives as much individualized instruction and support as possible. Academic enhancement classes are embedded into the daily schedule to support other learners not receiving direct services in resource classroom settings. Data gained from formative assessments, summative assessments, district common assessments and MAP tests are used to group students to provide support, remediation and enrichment.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI 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), 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 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
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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"/>
Teachers will embed engagement strategies into daily instruction	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Winter 2014. www.KaganOnline.com Gradone, D. <i>Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Issue #53.	<input type="checkbox"/>
Teachers will use the PDSA process	A Primer for Continuous Improvement in Schools and District: White Paper	<input type="checkbox"/>
MDIS Black Box will be used as an intervention math program for Tiers 2 and 3	https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Heinauer_Stephen.pdf	<input type="checkbox"/>
Teacher Clarity	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i> , 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. npj Science of Learning. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model	<input checked="" type="checkbox"/>
WWC Practice Guide Teaching Academic Content & Literacy to English Learners in Elementary and Middle School	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf	
WWC Practice Guide Providing Reading Interventions for Students in Grades 4-9	https://ies.ed.gov/ncee/WWC/PracticeGuide/29	