

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[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](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1 - Students with Disabilities scoring Proficient or higher in Reading will increase from 15% to 20% and in Math will increase from 8% to 15% based on KSA Assessment.

Objective 2 - African American Students scoring Proficient or higher in Reading will increase from 13% to 20% and in Math will increase from 15% to 20% based on KSA Assessment.

Strategy:

KCWP 5: Design, Align, and Deliver Support

Activities:

- MTSS Coordinator - A multi-tiered system of support has been revamped with the help of a district MTSS Coordinator.
- i-Ready Benchmark Assessments will be given at least three times per year to determine a baseline for EVERY student
- Tier 2 and Tier 3 Interventions will be systematically delivered based on i-Ready assessment results
- All students will be expected to work on i-Ready lessons during FLEX period
- All Special Education teachers, as well as their content partners, have participated in Co-Teaching Training and coaching with GRREC
- A separate walkthrough instrument is used to collect data on co-teaching models used throughout FSMS and to provide specific feedback to co-teaching pairs
- Special Education teachers have common planning with their co-teachers and actively participate in weekly PLCs.
- Wildcat Workshop is provided every Tuesday and Thursday from 3:15 to 4:45

Progress Monitoring:

- Our [MTSS Digital Handbook](#) outlines FSMS structures and teams for our MTSS program.
- i-Ready assessments are given at least three times per year to help determine areas for growth for students in Math as well as Reading/Writing. A data team analyzes the results and helps determine

appropriate supports for students. Growth is determined by subsequent assessment results as well as progress in the individual pathways students work through.

- Special Education teachers pull their caseload during a FLEX period at the end of the day in order to help students to provide extra support.
- Administration holds regular meetings with the Special Education Department to identify areas for growth and address concerns.
- A separate walkthrough instrument is used to collect data on the different co-teaching models used throughout the building and to provide specific feedback to co-teaching pairs.

Funding:

Click or tap here to enter text.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By 2028, FSMS will have a combined PROFICIENCY (Reading and Math) status of 67.0 on KSA Assessment.

Objective(s):

For the 2025-2026 KSA Assessment, Franklin-Simpson Middle School will score 64.5 on KSA Assessment.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align, Deliver Support Services

Activities:

- **Tier 3 Reading Interventionist** - FSMS has created a Tier 3 Reading Intervention position and students that are in the 19th percentile or below (based on i-Ready assessments) get 55 minutes of small group intervention daily.
- **Tier 2 & 3 Reading and Math Intervention Classes** - Utilizing i-Ready assessment results, students are placed into built-in 55 minutes intervention periods in both Math and Reading/Writing. These classes front load specific skills and also help build up core concepts students may be deficient in. High Quality Instructional Resources (HQIR) - High Quality Instructional Resources have been adopted and are being utilized to fidelity in Reading/Writing (Amplify!) as well as Math (SAVVAS Envision)
- **Common Formative Assessments (CFA)** - CFAs are created every other week and administered by each content pair. Data analysis takes place during PLCs to determine gaps and next steps.
- **i-Ready Benchmark Assessments** - These are given at least three times per year.
- **i-Ready MyPathways** - Students work on i-Ready MyPathways (that were created based on assessment data) during FLEX to help students reach grade-level readiness.
- **Multi-Tiered System of Supports** - Our MTSS framework helps struggling students receive personalized instruction based on i-Ready assessments and performance in their current Reading/writing and Math classes.
- **MTSS Data Review Teams** - Data teams review i-Ready assessment data to determine student needs and placement within the MTSS structure.
- FSMS has a related arts offering centered on Document-Based Questions (DBQ) which helps improve our students' ability to look deeper into text and answer questions based on evidence

Progress Monitoring:

- FSMS utilizes results of i-Ready assessments to provide individual MyPathways for students. FLEX teachers, as well as interventionists, monitor student progress through these lessons.
- Additionally, all core teachers engage in a Professional Learning Community each week. During these meetings, teachers either CREATE a common formative assessment (CFA) or analyze the results of a CFA with administration. Not only does this help promote unity and cohesion among grade-level

content partners, our PLC process also allows for analysis of student progress towards state-level standards.

- The FSMS MTSS Structure includes data teams that analyze assessment results and help place students into Tier 2 or Tier 3 intervention classes (55 minutes per day).

Funding:

Click or tap here to enter text.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	YES
English Learner Progress	NO
Quality of School Climate and Safety	YES
Postsecondary Readiness (high schools and districts only)	NO
Graduation Rate (high schools and districts only)	NO

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

- By May 2030, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Social Studies will increase from 36% to 50%.
- By May 2030, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Writing will increase from 40% to 55%.
- By May 2030, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Science will increase from 25% to 40%.

Objective(s):

- By May 2026, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Social Studies will increase from 36% to 40%.
- By May 2026, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Writing will increase from 40% to 45%.
- By May 2026, the percentage of students at Franklin-Simpson Middle School scoring Proficient or higher in Science will increase from 25% to 30%.

Strategy:

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

Activities:

- **Piloting Savvas in 6th Grade** - Our 6th Grade teachers are piloting a new HQIR for Social Studies with SAVVAS.
- **DBQ Related Arts** - We have added a related arts class to our rotations that center on developing writing pieces based on evidence from multiple sources
- **DBQ Cross-Curricular Writing Process** - multiple content areas have adopted the same DBQ Writing protocol for writing pieces
- **DBQ Online** - FSMS teachers have ready access to DBQ resources through a continuing online subscription
- **DBQ Training** - social Studies teachers were provided a Summer professional development in utilizing the online DBQ resources and incorporating them in classes
- **Common Formative Assessments (CFA)** - each grade level pair creates a common formative assessment every two weeks and that data is analyzed and used to make instructional decisions during focused professional learning community meetings
- **OpenSciEd for Science** - All Science teachers have been provided HQIR resources for all relevant units with Open SciEd
- **KSA Benchmark Assessments** - All content pairs will deliver common KSA Benchmark Assessments at the end of Trimester 1 and Trimester 2
- **Update the Schoolwide Writing Plan** - SBDM will amend the schoolwide writing plan

Progress Monitoring:

- The analysis of Common Formative Assessment (CFA) data among content partners at weekly PLCs will measure students' performance on grade-level standards and monitor the modification of instruction to address students' needs.
- All students will take a District Benchmark assessment at the end of both the first and second trimesters. This assessment will evaluate their performance on the Kentucky Academic Standards across all content areas. Student growth, as measured by the change in results from fall to spring, will indicate progress toward achieving the priority indicator goal.
- Open SciEd (OSE) Pacing Guides will be used to monitor the alignment between classroom instruction and the HQIR curriculum.
- A curated list of DBQs demonstrates the numerous opportunities students have to engage in the writing process in social studies across all grade levels.
- The analysis of student sample DBQs by teachers during PLCs will demonstrate the cross-curricular connections within the writing process.
- Changes to the Writing Plan | Writing Policy Rubric will demonstrate the collaborative efforts used to update the schoolwide writing plan.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2030, FSMS will increase the proficient score for the Quality of School Climate and Safety Survey from 64.5 to 72.

Objective(s):

By May 2026, FSMS will increase the proficient score for the Quality of School Climate and Safety Survey from 64.5 to 66.

Strategy:

[KCWP 6: Establish Learning Environment and Culture](#)

Activities:

- **Schoolwide Behavior Focus Using CATS** - All students are taught schoolwide expectations such as C.A.T.S. (Cooperate With Others, Act Responsibly, Treat Others With Respect, Show a Positive Attitude). These expectations are reinforced with CATS Cash which allows students to buy items from our CATS Corner Store each Tuesday and Thursday.
- **SEL Thursdays** - Students participate in SEL lessons once a month on Thursdays during FLEX.
- **Mock Surveys** - Students and parents will be given mock surveys to help determine different perspectives on the culture and climate of FSMS. The admin team will analyze these results and make decisions to help improve FSMS.
- **Character Strong Curriculum** - Character Strong lessons will be developed and utilized for students who have been identified by the SAEBrS screening tool as “at risk” for social, academic, or emotional issues.
- **SMILE Club** - Monthly SMILE Club meetings with a focus on SEL skills, sense of community, and fostering/promoting kindness throughout the school
- **PBIS/Renaissance** - FSMS utilizes a PBIS Framework to recognize and reward students for following expectations. Each year, a Renaissance Team is sent to the National Renaissance Conference to gather ideas about improving the culture and climate of FSMS. This past year, FSMS was recognized as a GOLD LEVEL Renaissance School. Our goal for next year is to be PLATINUM.
- **SAEBRS** - The SAEBrS tool is utilized to screen every student for a potential level of risk in social, academic, and emotional behavior domains.
- **Community Partnerships (FFA, BETA, PTO, etc.)** -

Progress Monitoring:

- MTSS data analysis meetings are held monthly to analyze i-Ready assessment results and help determine needs/placement to best meet our students’ needs.
- SAEBrS results (Fall to Spring) are analyzed to identify potential social, academic, and/or emotional barriers.
- Mock survey data will be analyzed and used to help FSMS improve its culture and climate.

- iReady Data is analyzed, and students have a “My Pathways” program created for them based on their individual needs. Student progress through these lessons will be monitored by their FLEX teacher and discussed in PLC meetings as well.
- Behavior Referral data is compiled and analyzed monthly to look for trends and to determine additional supports for students.

Funding:

Click or tap here to enter text.