



Every Child Every Day

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Consent Agenda Item (Action Item): Consider and approve the Adams Middle School Comprehensive School Improvement Plan (CSIP) for the 2025-2026 school year.

Applicable State or Regulations: 01.11 Duties and Powers of the board.

Fiscal/Budgetary Impact: The CSIP improvement activities are funded from various sources, including Title I, Title II, the Professional Development Fund, General Funds, and Section 6, among others.

History/Background: This school year, Adams Middle School is classified as an Additional Targeted Support and Improvement (ATSI); therefore, the board is required to analyze and approve the CSIP.

Recommended Action: Consider and approve the Floyd County School Comprehensive District Improvement Plan (CSIP) for the 2025-2026 school year.

Contact Person(s): Brentton Akers, Assistant Principal

Principal

Director

Superintendent

Date:

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.

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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.

Current data within the school is showing several areas of concerns as evidenced through KSA data:

Math is currently a high priority and concern at Adams Middle School as 74.91% (-6.67%) of middle school students are scoring below proficiency.

Science is currently a high priority and concern at Adams Middle School as 77.01% (-15.29%) of middle school students are scoring below proficiency.

Reading is currently a high priority and concern at Adams Middle School as 63% (-9.04%) of middle school students are scoring below proficiency.

Social Studies is currently a high priority and concern at Adams Middle School as 77.77% of middle school students are scoring below proficiency.

Disability Gap - Currently, Adams Middle School is classified as TSI for Students with Disability.

This data demonstrates these focus areas for Adams Middle School. Adams is taking intentional steps to utilize data to put in place effective systems to bring productive change to the school.

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

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

The following Processes, Practices and Conditions will be thoroughly addressed in the Improvement Plan for Adams Middle School:

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze & Apply Data

KCWP 5: Design, Align & Deliver Support Processes

Adams Middle School has taken multiple measures to ensure involvement of necessary stakeholders at the school level with frequent data analysis opportunities including: 3 MAP Benchmark Assessments per year, 2 District-wide Social Studies Benchmarks and 2 ODW Bootcamps (one per semester), yearly KSA data and weekly formative & summative assessments. Adams Middle has also included EXACTPATH as a Tier 2 support program to meet student learning needs. Adams Middle School devotes one day per school year to take a deep dive into student data so teachers may gain a clear understanding of their student learning needs, and therefore, plan for rigorous, effective classroom daily instruction that meets student individual learning needs. Adams Middle School holds monthly MTSS and Grade Level SIT, alongside weekly Leadership and bi-weekly PLC Meetings to ensure that all areas of the complete student are taken into careful consideration.

The Adams Middle School staff, after discussion of the Key Core Work Processes, selected KCWP 3: Design and Deliver Assessment Literacy, KCWP 4: Review, Analyze, Apply Data Results, and KCWP 5: Design, Align Deliver Support Processes as priority needs for the school. Adams Middle School is experiencing large teacher turnover this year and are in need of deeper dives into district purchased resources to implement the resources for deeper student learning. Adams Middle School is focusing on the application of data results to drive student differentiation/individualization. Adams Middle School is focusing on the MTSS resources as the teachers determine appropriate instructional practices and resources for students in Tier Status. Adams Middle School has an intentional focus on teacher lesson planning, content curriculum, HQIR resources for all classrooms in all content areas, professional learning opportunities for teachers, Multi-Tiered System of Support, and a support system for teachers from 0-5 years teaching experience. The School Improvement Plan will include strategies and activities that will address deeper understanding of the KAS, High Yield Instructional strategies, evidenced based resources and teacher professional learning opportunities to advance student learning within the district.

Adams Middle School will use TSI SIF funding to provide 2 interventionists, one coach and Read 180/Math 180 programs that incorporate blended learning that will assist in small group, individualized learning and whole group. The interventionists will provide strategies for reading and math to close the academic gap and provide data weekly to the leadership team. The coach will provide professional development for the staff, co-lead content and grade level PLCs, and assist teachers in instructional strategies and MTSS interventions.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow (47.84)	Increased Significantly (+7.1)
State Assessment Results in science, social studies and writing	Yellow (47.17)	Increased Significantly (+8.75)
English Learner Progress	n/a	n/a
Quality of School Climate and Safety		
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

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
objectives for each goal.					

1: State Assessment Results in Reading and Mathematics

By May 2028, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics from a combined average of 31.1% to 50%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2026, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics 31.1% to 40%:</p> <ul style="list-style-type: none"> • Increase P+D% in reading from 37% to 44% • Increase P+D% in math from 25.10% to 36% 	<p>Administration will ensure that all teachers have the knowledge and skills needed to utilize the assessment process and its results effectively to improve achievement. (KCWP 3)</p> <p>Administration will ensure that teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students through a structured tiered system. (KCWP 4)</p> <p>Administration will ensure that teachers will provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p>	<p>Teachers will apply data results to design their learning boards, assessments and classroom instruction.</p> <p>Teachers will use grade level and content level PLCs to discuss data in order to design instruction, develop additional resources and design assessments.</p> <p>Teachers will utilize Edmentum to monitor student progress during targeted Tier Instruction in the MTSS period.</p> <p>Teachers will utilize the Kentucky Academic Standards, Highly Qualified Instructional Resources, County Curriculum and Pacing Guides to design daily classroom instruction.</p> <p>New teachers are meeting in the New Teacher Cohort and are provided District Support focused on Lesson Planning, Standard Deconstructing, Classroom Management and several other topics.</p> <p>8th grade will conduct an On-Demand Boot Camp in each semester to prepare students for obtaining, at least a 3 on the writing.</p> <p>System for submitting and monitoring submission of Lesson Plans weekly and providing timely/quality feedback.</p> <p>AMS will share data and goal setting with students and families after each benchmark, yearly KSA data release.</p> <p>Instructional classwork will be showcased through students' published pieces via district programs (Christmas Through the</p>	<p>Increase in effectiveness of instruction, including more consistent implementation of Deeper Learning strategies, understanding of Levels of Learning, random sampling and consistent use of HQIR.</p> <p>Student work samples, formative and summative assessments, & MAP Benchmark Assessments in reading and math, posted in the hallway/classrooms.</p> <p>Increase in students scoring proficient/distinguished and/or showing growth on formative, summative, and District Benchmark assessments.</p>	<p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>Classroom Walkthroughs by Administration and Coaching Sessions (Weekly)</p> <p>Lesson Plan Monitoring by Administration Lesson Plan Template and Lesson Plan Checklist (Weekly)</p> <p>Feedback on Lesson Plans, walkthrough data, and teacher reflections</p> <p>Interventionists will provide monitoring from Read 180/Math 180 programs and during the MTSS periods.</p> <p>PLC and staff meetings will be used to review and analyze data from KSA, Benchmark assessments, classroom assessments, etc. Classroom walkthroughs and teacher feedback will be used to determine if the data is being applied to improve instruction.</p> <p>School Monitoring Visits, One per school, per year with a second unannounced visit, TSI schools will receive one per school per semester from the District Instructional team during the 25-26 school year.</p> <p>AMS administrators will complete at least 5 weekly coaching visits during the 25-26 school year.</p> <p>AMS feedback from visits will be communicated via the District Hub</p>	<p>Progress Learning \$7200 (Title I)</p> <p>MAP District Funding</p> <p>MAP Accelerator District Funding</p> <p>TSI SIF Funding \$153838</p> <p>Professional Development District-wide & School Level Funding</p> <p>Instructional Funding and General Supplies General Fund</p> <p>Technological Software and Supplies Title I Funds</p>

Updated December 2025

By May 2028, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics from a combined average of 31.1% to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Eyes of A Child and Young Authors) and posted in the hallways/classrooms.			

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>By May 2026, James D. Adams Middle School will increase the percentage of students with IEPs scoring proficient and distinguished in reading & math</p>	<p>Administration will ensure that all teachers have the knowledge and skills needed to utilize the assessment process and its results effectively to improve achievement. (KCWP 3)</p> <p>Teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students to succeed. (KCWP 4)</p> <p>Provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p>	<p>Teachers will analyze data in order to complete and monitor district Student Learning Plans and Novice Reduction Plans.</p> <p>Teachers will analyze KSA and MAP data to ensure that all students are in the right MTSS group and getting the assistance needed to help them succeed.</p> <p>AMS Staff provide ample opportunities for students to show ownership and success. Activities may include but will not be limited to: Student Council, pep rallies, staff participation in theme week activities, student choice activities, mentor/mentee program, student check-in program.</p> <p>Students scoring below 50th percentile on MAP benchmark assessments will spend the MTSS Period on Edmentum - ExactPath for gap closure.</p> <p>Teachers will use an MTSS structure combining direct instruction and small groups in order to promote gap closures and student success.</p> <p>Co-teachers will use groups or collaborative teaching for all students, with or without disabilities, in the regular content area classes of ELA and math..</p> <p>Co-teachers will use common planning to design instruction and assessments that provide</p>	<p>Increase in the effective use of high-yield instructional strategies</p> <p>Increase in students with disabilities scoring proficient/distinguished on formative, summative, and District Benchmark assessments</p> <p>Increase of student performance data through Edmentum and Progress Learning</p> <p>Increase reading and math assessment data on MAP benchmark, formative/summative assessments, and KSA</p> <p>Decrease the gap between specific Reading and Mathematics topics.</p>	<p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>District coaching documents will be used to monitor high-yield instructional strategies. Monthly District MTSS meeting</p> <p>PLC data meetings (protocols/agendas/minutes)</p> <p>formative and summative classroom assessments</p> <p>District Benchmark Assessments</p> <p>Lesson plans, walkthroughs, administrator feedback from HUB</p> <p>Grade-level SIT minutes to monitor student progress documented on Student Intervention Plans</p> <p>Monthly Intervention Tracking Tool</p> <p>Read 180/Math 180 Progress Reports and Intervention Reports</p> <p>ExactPath Reports</p>	<p>General Supplies \$1,500</p> <p>\$1000 Title I</p> <p>TSI SIF Funding \$153898</p> <p>Edmentum - ExactPath District Funding</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities for all students to be successful, with or without disabilities.			

4: English Learner Progress

<p>Goal 4 (State your English Learner goal.): By May 2028, all EL students at Adams Middle School not reaching English Language Proficiency will progress by at least 2.0 levels as measured by ACCESS testing.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May of 2026, all EL students at Adams Middle School not reaching English Language Proficiency will progress by at least 0.5 levels as measured by ACCESS testing.</p>	<p>Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor (KCWP-1)</p> <p>Implement a systematic approach for delivering classroom instruction to ensure that Tier 1 instruction is highly effective, culturally responsive, evidence-based practices, etc. (KCWP-2)</p>	<p>School principals and teacher leaders will use a collection of assessment artifacts to inform next steps for individual students and groups of students.</p> <p>The LUA team will create a programs service plan for any student scoring below 4.5 on the WIDA screener to ensure equitable access to highly effective, culturally responsive, evidence-based practices etc.</p>	<p>Increase in the effective use of high-yield instructional strategies.</p> <p>An improvement on WIDA ACCESS for grades 6-8.</p> <p>Increase in students scoring P/D on formative, summative and district benchmark assessments.</p>	<p>School Instructional Leadership Team will ensure the 30-60-90 Day Plan will be monitored and updated monthly.</p> <p>Implementation and monitoring of the school's LAU Plan.</p> <p>Coaching documents to monitor high-yield instructional strategies.</p> <p>Designated staff will formally monitor student's academic performance on a regular basis to determine if deficits are noted.</p>	

<p><i>By May 2028, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Separate Academic Index (science, social studies and combined writing) percentage on the Kentucky Summative Assessment from a combined average of 30.1% to 50%.</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>district programs (Christmas Through the Eyes of A Child and Young Authors) and posted in the hallways/classrooms.</p>	<p>Student work samples, formative and summative assessments, & MAP Benchmark Assessments in science, social studies and writing, posted in the hallway/classrooms.</p>		

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

By May 2028, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Separate Academic Index (science, social studies and combined writing) percentage on the Kentucky Summative Assessment from a combined average of 30.1% to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2026, James D. Adams Middle School will increase the Separate Academic Index (science, social studies and combined writing) percentage on the Kentucky Summative Assessment from a combined average of 30.1% to 40%:</p> <ul style="list-style-type: none"> • Increase P+D% in science from 22.99% to 35% • Increase P+D% in social studies from 23.8% to 35% • Increase P+D% in combined writing from 43.56% to 50% 	<p>Administration will ensure that all teachers have the knowledge and skills needed to utilize the assessment process and its results effectively to improve achievement. (KCWP 3)</p> <p>Teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students to succeed. (KCWP 4)</p> <p>Teachers will provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p>	<p>Teachers will apply data results to design their learning boards, assessments and classroom instruction.</p> <p>Teachers will use grade level and content level PLCs to discuss data in order to design instruction, develop additional resources and design assessments.</p> <p>Teachers will utilize Edmentum to monitor student progress during targeted Tier Instruction in the MTSS period.</p> <p>Teachers will utilize the Kentucky Academic Standards, Highly Qualified Instructional Resources, County Curriculum and Pacing Guides to design daily classroom instruction.</p> <p>New teachers are meeting in the New Teacher Cohort and are provided District Support focused on Lesson Planning, Standard Deconstructing, Classroom Management and several other topics.</p> <p>8th grade will conduct an On-Demand Boot Camp in each semester to prepare students for obtaining, at least a 3 on the writing.</p> <p>System for submitting and monitoring submission of Lesson Plans weekly and providing timely/quality feedback.</p> <p>AMS will share data and goal setting with students and families after each benchmark, yearly KSA data release.</p> <p>Instructional classwork will be showcased through students' published pieces via</p>	<p>Increase in teachers effectively utilizing the New Standard Check Sheets in planning instruction in Science, Social Studies, and Writing.</p> <p>Increased evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc</p> <p>Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments</p> <p>Deeper discussions around KAS for Social Studies during PLC meetings for Social Studies teachers 6-8, as evidenced in agendas and/or minutes</p> <p>Refined Writing/Literacy Plan</p> <p>Increased participation and completion of Digital Portfolio</p> <p>Improved reading and writing skills reflected by formative and summative assessments.</p> <p>Continuation and refinement of Simple Solutions for Social Studies</p>	<p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>Utilize district coaching documents to monitor implementation of high yield instructional strategies.</p> <p>PLC data meetings (protocols/agendas/minutes)</p> <p>Digital Portfolio</p> <p>Student Work Samples</p> <p>Formative and Summative Classroom Assessments</p> <p>District Benchmark Assessments</p> <p>KSA Data</p>	<p>Progress Learning \$7200 (Title I)</p> <p>MAP District Funding</p> <p>Resource Books \$2,000 (Section 6 & Title I)</p> <p>Simple Solutions (SS) 8th Grade only \$2100</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By spring of 2028, Adams Middle School will increase the percentage of students who “agree or strongly agree” in middle school for both areas from 68.6% to 100%, as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By spring of 2026, Adams Middle School will increase the percentage of students who “agree or strongly agree” in middle school from 65.8% to 75%, as measured by the School Climate and Safety Survey.</p>	<p>Monitor and clarify expectations for district wide PBIS in order to ensure behaviors and consequences at Adams Middle School are well-defined and consistent. (KCWP-6)</p>	<p>School leadership will periodically examine results of survey from to ensure surveys are completed</p> <p>School Resource Officers monitor the AMS Safety Plan, along with administration and local emergency agencies.</p> <p>School Leadership will review and monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs</p> <p>The continuation and refinement of Smartpass will reduce schoolwide behavior and increase instructional time and school safety..</p> <p>Student recognition for KSA and MAP scores.</p> <p>Assemblies that involve competitive challenges for staff vs staff, staff vs students and students vs students.</p> <p>PRO cards recognition</p> <p>Formal Christmas Dinner</p> <p>School level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the school and student populations.</p> <p>Schoolwide games to improve student morale, building culture, and attendance (example: Schoolhouse Clue Halloween & Christmas, as well as other schoolwide competitions.)</p>	<p>School survey results will show positive results</p> <p>PBIS School Monitoring will show consistency of implementation</p> <p>Decrease in discipline incidents per IC</p>	<p>Staff, Student, & Community Surveys</p> <p>School visits/Walkthroughs</p> <p>IC Discipline Report</p> <p>Staff meeting and PLC Agendas</p> <p>Master Schedules</p> <p>MTSS/Enrichment Periods</p> <p>AMS School Safety Plan, supervision plan and emergency athletic plan</p>	<p>PRO Cards \$250 (General Fund)</p> <p>PRO student recognition Donations</p> <p>SRO Officer General fund/City of Prestonsburg</p> <p>Professional Development PD/Flex Funding</p>

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.): By May 2026, James D. Adams Middle School will have an Average Daily Attendance of 92.0 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2026, James D. Adams Middle School will have an Average Daily Attendance of 92.0 percent.	Administrators, central office DPP, teachers and the attendance committee will review, analyze, and apply attendance data to create a list of truant students. These students will be addressed by the school attendance plan. (KCWP 4)	<p>Weekly Attendance PLC meetings.</p> <p>Identification of students with Chronic Absenteeism.</p> <p>Use of Related Arts classes to include MySpace to help address student attendance.</p> <p>Incentives for students with perfect attendance (no absences, no tardies) in each nine weeks.</p> <p>Home visits used to build relationships to assist families with household issues needed to ensure students are prepared and ready for school.</p> <p>Schoolwide games to improve student morale, building culture, and attendance (example: Schoolhouse Clue Halloween & Christmas, as well as other schoolwide competitions.)</p> <p>Teachers are also naming and claiming students who have more than 6 UE absences. Each teacher will have at least 3 students who they will check in with after the student misses school.</p>	<p>Reduction in # of students that are absent and/or tardy</p> <p>Correlation of attendance rate and passing rate</p> <p>Increase in attendance %</p>	<p>Infinite Campus Daily Reports</p> <p>Weekly Truancy Court Agendas</p> <p>Attendance Month Reports</p>	<p>\$2,000 General Fund & Community Donations</p>

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: At the present time, the Adams Middle School (6-8 Students with Disabilities). The school has a comprehensive plan in place to support and monitor these schools as they implement school improvement plans.</p> <p>The school plan includes the following supports: Board assigned instructional supervisor to assist with CSIP implementation within the school. The supervisor will complete instructional walkthroughs to provide teacher coaching, participate in Administrative PLC meetings, assist with data PLC meetings etc. School supervisors will meet individually with each school once per month to review the district monitoring tool located on the District Instructional Hub. Teacher/coach to model high-yield instructional strategies, assistance with MTSS planning and progress monitoring, district administrator will assist school administrators in developing systems.</p> <p>The school recently trained all teachers on “Clarity for Learning” to increase teacher clarity in the classroom. The district Lesson Plan template and coaching document have been deeply rooted within the clarity work. Teachers at Adams Middle are being trained on the implementation of these district systems to ensure they are improving in teacher clarity within the classroom for more effective teacher instruction. New teachers at TSI schools attend monthly New Teacher Cohort Sessions offered by the District Instructional Team. These sessions focus on effective lesson planning, classroom management strategies, MTSS instructional strategies, assessment etc.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: Currently all classrooms 6-8 have Highly Qualified Instructional Resources for ELA and Math. The district has developed a common curriculum for ELA and Math around HQIR resources and high yield instructional strategies for all classrooms grades 6-8. Any current inequities will be addressed through school monitoring visits once per month from the District Instructional team.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: Each school was monitored through an ELEOT observation tool the previous school year. This information was collected and shared with the school administrative team. The data was utilized to determine student learning needs and to locate barriers for student learning. All TSI schools are currently completing the IMPACT survey that will provide information that</p>

directly links to student learning within the school. That information will be analyzed to determine barriers to learning along with weekly lesson plan analysis and weekly classroom coaching visits from the school administration team.

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:

EPB 3 - Co-Teaching:

Hang, Q. and Rabren, K. (2011). *An Examination of Co-Teaching: Perspectives and Efficacy Indicators*. Hammill Institute on Disabilities, Volume 30, Issue 5.

Student achievement of middle school students with disabilities will be targeted in the activities of the CSIP. The evidence-based practice the school will implement that specifically targets students with disabilities is co-teaching in the general education setting. Co-teaching is a high-leverage practice in special education that allows professionals to collaborate to increase student success. In the study, "An Examination of Co-Teaching: Perspectives and Efficacy Indicators" (Hang and Rabren, 2011), the purpose was to identify teachers' and students' perspectives of co-teaching and the efficacy of this teaching approach. Forty-five co-teachers and 58 students with disabilities, of whom were new to co-taught classrooms during the 2004 through 2005 school year, participated in this study. Data were collected from surveys, observations, and records review. Significant differences in student academic and behavioral performances were found in comparisons between the year before co-teaching and the year of co-teaching. Students with disabilities and their teachers also reported positive perspectives about co-teaching. Based on these preliminary results, co-teaching appears to be an effective instructional delivery option for meeting the needs of students with disabilities in general education classrooms.

Adams Middle School will continue to implement and improve co-teaching strategies for students with disabilities to improve student achievement scores. The faculty will participate in co-teaching professional learning that encompasses all of the approaches, with a primary focus on team teaching, parallel teaching, and station teaching. The faculty will learn how to implement each type of co-teaching approach and when it is appropriate to implement that approach. Resource teachers will have common planning time with general education teachers to allow for the co-planning necessary to deliver the instruction effectively, allowing students with disabilities the individualized instruction necessary to be successful in the general education setting while receiving core instruction. This evidenced-based strategy will be monitored through lesson plans, walkthrough visits, data PLCs, and daily schedules. School leadership will provide constructive feedback to both teachers to ensure student success is achieved.

Based on the review of this study and the feedback obtained at the school level, we have identified this strategy as Level 1 with strong evidence.

EPB 2 - Personalized Learning:

Bill & Melinda Gates Foundation. (2014). Early progress: Interim research on personalized learning. Study: 81631. Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/Study/81631>

Adams Middle School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. Primary focus will be geared toward students among the students with disabilities GAP group. The study cited above was reviewed by various stakeholders at Adams Middle School who ultimately agree that the practices, strategies, and interventions embedded with a personalized approach to learning is believed to positively impact the academic performance of all students and increase the number of students performing at the level of proficiency. This intervention/practice will be implemented as an effective approach to increase student learning across multiple disciplines, increase student engagement, move students toward mastery of skill/content; and perform at the level of proficiency. Although this approach will be implemented to all students, it is believed that students among the identified gap groups in particular will benefit most and perform at higher levels when compared to peers of the same age. The study reviewed was a quasi-experimental design that first included twenty three schools, five thousand students, mostly economically disadvantaged, and over the span of two years. The study was then extended and targeted two hundred forty six thousand six hundred seventeen (246,617) students in grades K-12. The studies revealed significant increases to achievement in the areas of reading and mathematics among the 6-8 population, but less significance among the 9-12 student population. Adams Middle School will implement the study by focusing on data driven results to modify instructional practices, identify student gaps in learning, appeal to various learning styles, embed targeted instruction groups, provide effective interventions to struggling students, design activities that appeal to student interests, differentiate instruction, and engage students in self reflection; holding them accountable for monitoring their individual progression toward mastery of skill/goal attainment. The main focus of this study will be to provide students with an individualized path to learning. It is our belief that when students have a voice in the design of their instructional path, students will perform at higher levels, therefore, increasing the number of students performing at the level of proficiency.

Based on the review of this study and the feedback obtained at the school level, we at Adams Middle School, along with the WWC, have identified this strategy as Level 2 with moderate evidence.

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
Read 180	WWC READ 180®	<input type="checkbox"/>
RTI for Elementary/Middle Schools	WWC Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	<input type="checkbox"/>
Co-Teaching	Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.	X
Personalized Learning	Early progress: Interim research on personalized learning.	X

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:

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

CSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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