



2025-2026 Phase Three Knight MS: Comprehensive School Improvement Plan

2025-2026 Phase Three: Comprehensive School Improvement Plan

Knight Middle School
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Louisville, Kentucky, 40229
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (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. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the 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).

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.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- 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
- Achievement Gap

The accountability indicators for high schools include the following:

- 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 (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When


developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.



ATTACHMENTS

Attachment Name

 25-26 - Knight Middle - CSIP Phase III

 25-26 Knight CSI Addendum

Attachment Summary

Attachment Name	Description	Associated Item(s)
 25-26 - Knight Middle - CSIP Phase III		• 1
 25-26 Knight CSI Addendum		• 1

Choose if your School is TSI/ATSI or CSI/MRI Status: [CSI/MRI](#)

1: State Assessment Results in Reading and Mathematics

Rubric

[TSI/ATSI](#)

[Neither CSI or TSI](#)

Goal 1

Reading:	By May of 2030, Reading will go from 27% to 50% P/D for All students on KSA.
Mathematics:	By May of 2030, Math will go from 18% to 36% P/D for All students on KSA.
Achievement Gap:	By May of 2030, Achievement Gap will go from 22% to 47% P/D for African American students on KSA Reading. By May of 2030, Achievement Gap will go from 10% to 35% P/D for ECE students on KSA Reading. By May of 2030, Achievement Gap will go from 16% to 41% P/D for ML students on KSA Reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Funding Expenditures	Improvement Priority?
Reading							
Objective 1: By May of 2026, Reading will go from 27% to 32% P/D for All students on KSA.	Strategy 1: Effective Organizational Leadership	1.1: The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Team membership includes representations from all stakeholder groups (1.1)	Start of Year: Fully	No Funding		<input type="checkbox"/>
		1.3: The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3)	Start of Year: Partially	No Funding		<input type="checkbox"/>
		1.6: The Instructional Leadership Team(s) regularly assess the allocation of resources to enable implementation of HQIRs, including budget, staffing, materials, professional learning, and other supports.	Ongoing analysis and development of fiscal and human resources to support HQIR implementation (1.6a)	Start of Year: Not Yet Fall: 1 - Planning	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	1.7: The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQIRs.	Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Start of Year: Not Yet Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 2: High Quality Instruction	2.2: Learning experiences in classrooms are culturally responsive, aligned to the JCPS Instructional Frameworks including district-adopted HQIRs, and maintain the integrity of the structure, scope, and sequence of the resource.	Alignment of instruction to JCPS Instructional Frameworks (2.2)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		2.3: Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQIRs as adopted.	Daily unpacking of HQIR-aligned learning targets with students (2.3a) & Teachers referring to learning targets throughout the lesson (2.3b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		2.4: Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Strategic implementation of technology to support or accelerate student learning (2.4)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		2.5: Vibrant student-centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5)	Fall: 2 - Emerging	\$35,257 from SIF		<input type="checkbox"/>
		2.6: School leaders support systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.	Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) & Ongoing school-led HQIR professional learning (2.6b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		2.7: Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a)	Fall: 1 - Planning	No Funding		<input type="checkbox"/>
	Strategy 3: Collaborative Teams & Professional Learning	3.2: Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) & Intentional planning that demonstrates use of the ARE Tool (3.2b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		3.3: Collaborative teams use the HQIRs in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3)	Fall: 2 - Emerging	\$43,668 from SIF		<input type="checkbox"/>

		3.4: Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	Refinement of instruction based on student data, coaching, feedback and professional learning (3.4 a) & Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b)	Fall: 2 - Emerging	\$33,988 from SIF		<input type="checkbox"/>
	Strategy 4: Consistent Progress Monitoring and Data Analysis	4.3: All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQIR assessments, common formative/summative assessments, and district vitals signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	Ongoing analysis of assessment data and subsequent planning of tiered instruction (4.3a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		4.4: The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	Ongoing analysis of individual student progress toward mastery of grade-level standards (4.4a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		4.5: The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ECE students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	Use of a monitoring protocol to analyze disaggregated data and to develop differentiated systems of support for all students (4.5a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
Math							
Objective 1: By May of 2026, Math will go from 18% to 22% P/D for All students on KSA.	Strategy 1: Effective Organizational Leadership	1.1: The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Team membership includes representations from all stakeholder groups (1.1)	Start of Year: Fully	No Funding		<input type="checkbox"/>
		1.3: The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3)	Start of Year: Partially	No Funding		<input type="checkbox"/>
		1.6: The Instructional Leadership Team(s) regularly assess the allocation of resources to enable implementation of HQIRs, including budget, staffing, materials, professional learning, and other supports.	Ongoing analysis and development of fiscal and human resources to support HQIR implementation (1.6a)	Start of Year: Not Yet Fall: 1 - Planning	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	1.7: The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQIRs.	Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Start of Year: Not Yet Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 2: High Quality Instruction	2.2: Learning experiences in classrooms are culturally responsive, aligned to the JCPS Instructional Frameworks including district-adopted HQIRs, and maintain the integrity of the structure, scope, and sequence of the resource.	Alignment of instruction to JCPS Instructional Frameworks (2.2)	Fall: 3 - Progressing	No Funding		<input type="checkbox"/>
		2.3: Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQIRs as adopted.	Daily unpacking of HQIR-aligned learning targets with students (2.3a) & Teachers referring to learning targets throughout the lesson (2.3b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		2.4: Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Strategic implementation of technology to support or accelerate student learning (2.4)	Fall: 2 - Emerging	\$33,900 from SIF		<input type="checkbox"/>
		2.5: Vibrant student-centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5)	Fall: 2 - Emerging	\$118,208 from SIF		<input type="checkbox"/>
		2.6: School leaders support systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.	Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) & Ongoing school-led HQIR professional learning (2.6b)	Fall: 3 - Progressing	\$112,625 from SIF		<input checked="" type="checkbox"/>
	2.7: Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a)	Fall: 3 - Progressing	No Funding		<input type="checkbox"/>	

	Strategy 3: Collaborative Teams & Professional Learning	3.2: Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) & Intentional planning that demonstrates use of the ARE Tool (3.2b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		3.3: Collaborative teams use the HQIRs in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3)	Fall: 2 - Emerging	\$43,668 from SIF		<input checked="" type="checkbox"/>
		3.4: Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	Refinement of instruction based on student data, coaching, feedback and professional learning (3.4 a) & Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b)	Fall: 2 - Emerging	\$33,988 from SIF		<input checked="" type="checkbox"/>
	Strategy 4: Consistent Progress Monitoring and Data Analysis	4.3: All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQIR assessments, common formative/summative assessments, and district vitals signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	Ongoing analysis of assessment data and subsequent planning of tiered instruction (4.3a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		4.4: The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	Ongoing analysis of individual student progress toward mastery of grade-level standards (4.4a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		4.5: The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ECE students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	Use of a monitoring protocol to analyze disaggregated data and to develop differentiated systems of support for all students (4.5a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
Achievement Gap							
ML							
Objective 1: By May of 2026, Achievement Gap will go from 16% to 21% P/D for ML students on KSA Reading.	Strategy 2: High Quality Instruction	Reading - 2.2: Learning experiences in classrooms are culturally responsive, aligned to the JCPS Instructional Frameworks including district-adopted HQIRs, and maintain the integrity of the structure, scope, and sequence of the resource.	Alignment of instruction to JCPS Instructional Frameworks (2.2)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading - 1.1: The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Team membership includes representations from all stakeholder groups (1.1)	Start of Year: Fully	No Funding		<input type="checkbox"/>
		Reading - 1.3: The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3)	Start of Year: Partially	No Funding		<input type="checkbox"/>
		Reading - 2.3: Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQIRs as adopted.	Daily unpacking of HQIR-aligned learning targets with students (2.3a) & Teachers referring to learning targets throughout the lesson (2.3b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.4: Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Strategic implementation of technology to support or accelerate student learning (2.4)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.5: Vibrant student-centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5)	Fall: 2 - Emerging	\$35,257 from SIF		<input type="checkbox"/>
		Reading - 2.6: School leaders support systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.	Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) & Ongoing school-led HQIR professional learning (2.6b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.7: Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a)	Fall: 1 - Planning	No Funding		<input type="checkbox"/>

	Strategy 4: Consistent Progress Monitoring and Data Analysis	Reading, Math - 4.3: All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQIR assessments, common formative/summative assessments, and district vitals signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	Ongoing analysis of assessment data and subsequent planning of tiered instruction (4.3a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 3: Collaborative Teams & Professional Learning	Reading, Math - 3.2: Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) & Intentional planning that demonstrates use of the ARE Tool (3.2b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading, Math - 1.7: The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQIRs.	Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Start of Year: Not Yet Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 3.3: Collaborative teams use the HQIRs in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3)	Fall: 2 - Emerging	\$43,668 from SIF		<input type="checkbox"/>
		Reading, Math - 3.4: Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	Refinement of instruction based on student data, coaching, feedback and professional learning (3.4 a) & Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b)	Fall: 2 - Emerging	\$33,988 from SIF		<input type="checkbox"/>
		Reading, Math - 4.4: The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	Ongoing analysis of individual student progress toward mastery of grade-level standards (4.4a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 4.5: The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ECE students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	Use of a monitoring protocol to analyze disaggregated data and to develop differentiated systems of support for all students (4.5a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>

ECE

Objective 1: By May of 2026, Achievement Gap will go from 10% to 15% P/D for ECE students on KSA Reading.	Strategy 2: High Quality Instruction	Reading - 2.2: Learning experiences in classrooms are culturally responsive, aligned to the JCPS Instructional Frameworks including district-adopted HQIRs, and maintain the integrity of the structure, scope, and sequence of the resource.	Alignment of instruction to JCPS Instructional Frameworks (2.2)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading - 1.1: The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Team membership includes representations from all stakeholder groups (1.1)	Start of Year: Fully	No Funding		<input type="checkbox"/>
		Reading - 1.3: The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3)	Start of Year: Partially	No Funding		<input type="checkbox"/>
		Reading - 1.6: The Instructional Leadership Team(s) regularly assess the allocation of resources to enable implementation of HQIRs, including budget, staffing, materials, professional learning, and other supports.	Ongoing analysis and development of fiscal and human resources to support HQIR implementation (1.6a)	Start of Year: Not Yet Fall: 1 - Planning	No Funding		<input type="checkbox"/>
		Reading - 2.3: Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQIRs as adopted.	Daily unpacking of HQIR-aligned learning targets with students (2.3a) & Teachers referring to learning targets throughout the lesson (2.3b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.4: Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Strategic implementation of technology to support or accelerate student learning (2.4)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.5: Vibrant student-centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5)	Fall: 2 - Emerging	\$35,257 from SIF		<input type="checkbox"/>

		Reading - 2.6: School leaders support systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.	Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) & Ongoing school-led HQIR professional learning (2.6b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.7: Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a)	Fall: 1 - Planning	No Funding		<input type="checkbox"/>
	Strategy 4: Consistent Progress Monitoring and Data Analysis	Reading, Math - 4.3: All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQIR assessments, common formative/summative assessments, and district vitals signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	Ongoing analysis of assessment data and subsequent planning of tiered instruction (4.3a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 3: Collaborative Teams & Professional Learning	Reading, Math - 3.2: Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) & Intentional planning that demonstrates use of the ARE Tool (3.2b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading, Math - 1.7: The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQIRs.	Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Start of Year: Not Yet Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 3.3: Collaborative teams use the HQIRs in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3)	Fall: 2 - Emerging	\$43,668 from SIF		<input type="checkbox"/>
		Reading, Math - 3.4: Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	Refinement of instruction based on student data, coaching, feedback and professional learning (3.4 a) & Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b)	Fall: 2 - Emerging	\$33,988 from SIF		<input type="checkbox"/>
		Reading, Math - 4.4: The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	Ongoing analysis of individual student progress toward mastery of grade-level standards (4.4a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 4.5: The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ECE students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	Use of a monitoring protocol to analyze disaggregated data and to develop differentiated systems of support for all students (4.5a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
							<input type="checkbox"/>
African American							
Objective 1: By May of 2026, Achievement Gap will go from 22% to 27% P/D for African American students on KSA Reading.	Strategy 2: High Quality Instruction	Reading - 2.2: Learning experiences in classrooms are culturally responsive, aligned to the JCPS Instructional Frameworks including district-adopted HQIRs, and maintain the integrity of the structure, scope, and sequence of the resource.	Alignment of instruction to JCPS Instructional Frameworks (2.2)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading - 1.1: The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Team membership includes representations from all stakeholder groups (1.1)	Start of Year: Fully	No Funding		<input type="checkbox"/>
		Reading - 1.3: The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3)	Start of Year: Partially	No Funding		<input type="checkbox"/>
		Reading - 2.3: Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQIRs as adopted.	Daily unpacking of HQIR-aligned learning targets with students (2.3a) & Teachers referring to learning targets throughout the lesson (2.3b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.4: Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Strategic implementation of technology to support or accelerate student learning (2.4)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>

		Reading - 2.5: Vibrant student-centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5)	Fall: 2 - Emerging	\$35,257 from SIF		<input type="checkbox"/>
		Reading - 2.6: School leaders support systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.	Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) & Ongoing school-led HQIR professional learning (2.6b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading - 2.7: Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a)	Fall: 1 - Planning	No Funding		<input type="checkbox"/>
	Strategy 4: Consistent Progress Monitoring and Data Analysis	Reading, Math - 4.3: All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQIR assessments, common formative/summative assessments, and district vitals signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	Ongoing analysis of assessment data and subsequent planning of tiered instruction (4.3a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 3: Collaborative Teams & Professional Learning	Reading, Math - 3.2: Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) & Intentional planning that demonstrates use of the ARE Tool (3.2b)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
	Strategy 1: Effective Organizational Leadership	Reading, Math - 1.7: The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQIRs.	Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Start of Year: Not Yet Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 3.3: Collaborative teams use the HQIRs in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3)	Fall: 2 - Emerging	\$43,668 from SIF		<input type="checkbox"/>
		Reading, Math - 3.4: Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	Refinement of instruction based on student data, coaching, feedback and professional learning (3.4 a) & Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b)	Fall: 2 - Emerging	\$33,988 from SIF		<input type="checkbox"/>
		Reading, Math - 4.4: The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	Ongoing analysis of individual student progress toward mastery of grade-level standards (4.4a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>
		Reading, Math - 4.5: The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ECE students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	Use of a monitoring protocol to analyze disaggregated data and to develop differentiated systems of support for all students (4.5a)	Fall: 2 - Emerging	No Funding		<input type="checkbox"/>

Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for 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: Team will be established upon receipt of DR Report
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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	
Response:	Forthcoming upon receipt of DR Report
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:	<p>This year, the school opted to use the teaming model with 5 teachers, rather than regular allocation for teaching positions. This provided the school with more teachers. A 5-period, modified block waterfall schedule was implemented. This met two needs. It allowed for students to have every core subject four times per week in addition to either an additional literacy or math class. At mid-year, the literacy or math teacher then supports the other team, resulting in every student receiving 1.5 years of literacy and math instruction. These positions also allow Tier 2 intervention time as well at Tier 1 standards support for every student.</p> <p>A needs assessment was sent to teachers to provide input for budget considerations. The parent advisory committee was also consulted. JCPS continued to fund the training and materials for all math, ELA, ECE, and ML teachers in EL/IM to support continuing implementation. To support all teachers with literacy, SIG funds were used to contract with CTL to provide ALM coaching and training during the day and after school. To provide enhanced support to math and ECE teachers, SIG funds were used to extend the contract with the math consultant to work with math teachers monthly, focused on lesson internalization and providing support with "just in time" coaching.</p> <p>On-going training is offered quarterly by the district for all content teachers as well as consistent building level support, feedback from walkthroughs, and coaching to promote steady implementation of the curriculum while using student progress as a starting point. The district instructional lead for math supports the department on a monthly scheduled rotation. The frequency of coaching conversations is an area of growth.</p> <p>A bilingual instruction associate position and a fourth ELD teacher position have both been filled and are improving English attainment. SIG funds are also being used to compensate ELD teachers for after school planning and data analysis. A social services support worker was hired to support chronic absenteeism and emphasize on multilingual student needs, and 2 part time counselors are funded by SIF to support student mental health needs and support o ECE students and teachers.</p>

CSI Evidence-based Practices

CSI improvement/turnaround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under ESEA section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

Strong evidence from at least one well-designed and well-implemented experimental study;

Moderate evidence from at least one well-designed and well-implemented quasi-experimental study;

Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Equitable Content Literacy	<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Retrieved from the NCEE website: http://whatworks.ed.gov</p>
PLCs	Antinluoma M, Ilomäki L and Toom A (2021) Practices of Professional Learning Communities. Front. Educ. 6:617613. doi: 10.3389/feuc.2021.617613 Website: https://www.frontiersin.org/articles/10.3389/feuc.2021.617613/full

Please enter your Improvement Priority statements from your most recent diagnostic review in the boxes below:

Improvement Priority #1	Improvement Priority #2
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Standard 21: Instruction is characterized by high expectations and learner-centered practices.

Standard 30: Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

District - Long-Term Goals (3-5 Years)		
Goal 1:	Elementary School Academic Readiness	The percentage of 5th-grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
Goal 2:	Middle School Academic Readiness	The percentage of 8th-grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
Goal 3:	High School Academic Readiness	The percentage of 12th-grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
Goal 4:	3rd Grade Literacy	The percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% by June 2030. <i>Annual Targets: SY24-25 = 68%; SY25-26 = 70%; SY26-27 = 72%; SY27-28 = 75%; SY28-29 = 78%; SY29-30 = 81%</i>
Goal 5:	8th Grade Numeracy	The percentage of 8th-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring MAP assessment will increase from 61% in June 2024 to 76% by June 2030. <i>Annual Targets: SY24-25 = 63%; SY25-26 = 65%; SY26-27 = 67%; SY27-28 = 70%; SY28-29 = 73%; SY29-30 = 76%</i>

School - Long-Term Goals (3-5 Years)										Progress Monitoring		
#	Area	Plan or System	Date	Baseline Data	Goal Data	Student Group	Measure	Assessment	CSIP Goal	2025	2026	2027
1	Reading	CSIP	May 2030	27%	50%	All	P/D	KSA	By May of 2030, Reading will go from 27% to 50% P/D for All students on KSA.			
2	Math	CSIP	May 2030	18%	36%	All	P/D	KSA	By May of 2030, Math will go from 18% to 36% P/D for All students on KSA.			
3.1	Achievement Gap	CSIP	May 2030	22%	47%	African American	P/D	KSA Reading	By May of 2030, Achievement Gap will go from 22% to 47% P/D for African American students on KSA Reading.			
3.2	Achievement Gap	CSIP	May 2030	10%	35%	ECE	P/D	KSA Reading	By May of 2030, Achievement Gap will go from 10% to 35% P/D for ECE students on KSA Reading.			
3.3	Achievement Gap	CSIP	May 2030	16%	41%	ML	P/D	KSA Reading	By May of 2030, Achievement Gap will go from 16% to 41% P/D for ML students on KSA Reading.			

School - Short-Term Objectives (1 Year)										Progress Monitoring		
#	Area	Plan or System	Date	Baseline Data	Goal Data	Group	Measure	Assessment	CSIP Objective	2025	2026	2027
1	Reading	CSIP	May 2026	27%	32%	All	P/D	KSA	By May of 2026, Reading will go from 27% to 32% P/D for All students on KSA.			
2	Math	CSIP	May 2026	18%	22%	All	P/D	KSA	By May of 2026, Math will go from 18% to 22% P/D for All students on KSA.			
3.1	Achievement Gap	CSIP	May 2026	22%	27%	African American	P/D	KSA Reading	By May of 2026, Achievement Gap will go from 22% to 27% P/D for African American students on KSA Reading.			
3.2	Achievement Gap	CSIP	May 2026	10%	15%	ECE	P/D	KSA Reading	By May of 2026, Achievement Gap will go from 10% to 15% P/D for ECE students on KSA Reading.			
3.3	Achievement Gap	CSIP	May 2026	16%	21%	ML	P/D	KSA Reading	By May of 2026, Achievement Gap will go from 16% to 21% P/D for ML students on KSA Reading.			

Strategies & Activities

		Scoring Rubric												
Strategy 1: Effective Organizational Leadership	Evidence Linked?	Funding		Systems Established in BOY		FALL FSR		SPRING FSR		Priority Activity	Full School Reflection	Spring School Reflection	2026-27 Priority	Rationale & Planning
		Amount	Source	Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
				Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
Activities	1.1	The school intentionally builds an Instructional Leadership Team (or Teams) to include identified leadership in Math, Literacy & Journey to Success. This team has representation from all stakeholder groups, including administrators, classroom teachers, ECE and ELD teachers, etc.	Math	☑		Fully	Fully							
			Literacy	☑		Fully	Fully							
			JTS	☑		Fully	Fully							
	1.2	The Instructional Leadership Team(s) establish schoolwide expectations, communication plans, and agendas for instruction in Math, Literacy & Journey to Success following district guidelines.	Math	☑		Fully	Fully							
			Literacy	☑		Fully	Fully							
			JTS	☑		Partially	Partially							
	1.3	The Instructional Leadership Team(s) establishes a calendar of meetings (minimally three times: fall, winter, and spring). Meetings are focused on review, analysis and modifications.	Math	☑		Partially	Partially							
			Literacy	☑		Partially	Partially							
			JTS	☑		Partially	Partially							
	1.4	The Instructional Leadership Team(s) establish annual SMART (specific, measurable, attainable, results oriented, time bound) goals aligned to the Goals & Quadrants metrics for Math, Literacy & Journey to Success.	Math	☑		Fully	Fully							
			Literacy	☑		Fully	Fully							
			JTS	☑		Not Yet	Not Yet							
	1.5	The Instructional Leadership Team(s) review disaggregated assessment data (Screeners, Diagnostics, HQRI assessments, Milestones) at least three times per year AND communicates progress toward the vision and goals to relevant stakeholders.	Math	☑				3 - Progressing	3 - Progressing					
			Literacy	☑				3 - Progressing	3 - Progressing					
			JTS	☑				1 - Planning	1 - Planning					
	1.6	The Instructional Leadership Team(s) regularly assess the allocation of resources to enable implementation of HQRI, including budget, staffing, materials, professional learning, and other supports.	Math	☑		Not Yet	Not Yet	1 - Planning	1 - Planning					
			Literacy	☑		Not Yet	Not Yet	1 - Planning	1 - Planning					
JTS			☑		Not Yet	Not Yet	0 - Absent	0 - Absent						
1.7	1.7	The Instructional Leadership Team(s) regularly review the Curriculum Implementation Framework to assess and reflect on the current status of implementation of district adopted HQRI.	ALL	☑		Not Yet	Not Yet	2 - Emerging	2 - Emerging					

		Scoring Rubric												
Strategy 2: High Quality Instruction	Evidence Linked?	Funding		Systems Established in BOY		FALL FSR		SPRING FSR		Priority Activity	Full School Reflection	Spring School Reflection	2026-27 Priority	Rationale & Planning
		Amount	Source	Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
				Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
Activities	2.1	The master schedule reflects recommended minutes for Tier 1 instruction by content and grade level.	Math	☑		Fully	Fully							
			Literacy	☑		Fully	Fully							
			JTS	☑		Fully	Fully							
	2.2	Learning experiences in classrooms are culturally responsive, aligned to the JCS Instructional Frameworks including district-adopted HQRI, and maintain the integrity of the structure, scope, and sequence of the resource.	Math	☑				3 - Progressing	3 - Progressing					
			Literacy	☑				2 - Emerging	2 - Emerging					
			JTS	☑				2 - Emerging	2 - Emerging					
	2.3	Daily grade level and appropriate learning targets/goals are posted, unpacked with students, and referenced throughout the lesson. Learning targets/goals are aligned to HQRI as adopted.	Math	☑				2 - Emerging	2 - Emerging					
			Literacy	☑				2 - Emerging	2 - Emerging					
			JTS	☑				2 - Emerging	2 - Emerging					
	2.4	Technology is aligned with Math and Literacy instruction and supports or accelerates student learning through strategic implementation.	Math	☑	\$38,900.00	SIF			2 - Emerging	2 - Emerging				
			Literacy	☑					2 - Emerging	2 - Emerging				
			JTS	☑	\$118,208.00	SIF			2 - Emerging	2 - Emerging				
	2.5	Vibrant student centered learning is supported by classroom instructional routines, which prioritize engaging experiences through community building, total participation techniques and student-to-student discourse.	Math	☑	\$35,257.00	SIF			2 - Emerging	2 - Emerging				
			Literacy	☑					2 - Emerging	2 - Emerging				
			JTS	☑					2 - Emerging	2 - Emerging				
	2.6	School leaders support systems to build capacity and sustainability of implementation of HQRI and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQRI professional learning.	Math	☑	\$112,625.00	SIF			3 - Progressing	3 - Progressing				
			Literacy	☑					2 - Emerging	2 - Emerging				
JTS			☑					3 - Progressing	3 - Progressing					
2.7	Systems of support for students to attain mastery of grade level standards include in-class differentiated acceleration strategies and/or additional learning opportunities outside the instructional day.	Math	☑					3 - Progressing	3 - Progressing					
		Literacy	☑					0 - Absent	1 - Planning					
		JTS	☑					2 - Emerging	2 - Emerging					
2.8	Learning experiences provide students with ongoing opportunities to develop Success Skills, reflect on their growth, and analyze their progress toward readiness for future success.	Math	☑					3 - Progressing	3 - Progressing					
		Literacy	☑					0 - Absent	1 - Planning					
		JTS	☑					2 - Emerging	2 - Emerging					
2.9	Teachers at every grade level and content area ensure students continuously collect to use artifacts from their own life experiences outside the classroom.	Math	☑					1 - Planning	1 - Planning					
		Literacy	☑					1 - Planning	1 - Planning					
		JTS	☑					1 - Planning	1 - Planning					
2.10	To prepare for their final Defenses of Learning, all students in grades 4-6, 7 and 9-11 complete a Milestone Experience (Mini-Defense, Student-Led Conference, or Exhibition of Learning) that demonstrates learning and growth in Success Skill competencies.	Math	☑					1 - Planning	1 - Planning					
		Literacy	☑					1 - Planning	1 - Planning					
		JTS	☑					1 - Planning	1 - Planning					
2.11	2.11	All students in grades 5, 8 and 12 complete a Defense of Learning to reflect on and share their individual learning journeys. Each Defense of Learning is presented to a panel of certified educators and is evaluated using a districtwide rubric.	JTS	☑					1 - Planning	1 - Planning				

		Scoring Rubric												
Strategy 3: Collaborative Teams & Professional Learning	Evidence Linked?	Funding		Systems Established in BOY		FALL FSR		SPRING FSR		Priority Activity	Full School Reflection	Spring School Reflection	2026-27 Priority	Rationale & Planning
		Amount	Source	Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
				Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
Activities	3.1	The master schedule reflects intentional time built in for collaboration and professional learning that is differentiated based on analysis of student data trends.	ALL	☑		Partially	Partially							
			Math	☑				2 - Emerging	2 - Emerging					
			Literacy	☑				2 - Emerging	2 - Emerging					
	3.2	Collaborative teams intentionally reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing. Teams utilize the ARE tool.	ALL	☑										
			Math	☑	\$43,668.00	SIF			2 - Emerging	2 - Emerging				
			Literacy	☑					2 - Emerging	2 - Emerging				
3.3	Collaborative teams use the HQRI in conjunction with student work and data to engage in planning, data analysis, and internalization of lessons and protocols.	ALL	☑											
		Math	☑	\$33,988.00	SIF			2 - Emerging	2 - Emerging					
		Literacy	☑					2 - Emerging	2 - Emerging					
3.4	Collaborative teams use a protocol to refine culturally responsive instructional practices, student activities, and small group learning based on student data, coaching, feedback, professional learning, and district resources.	ALL	☑											
		Math	☑					1 - Planning	1 - Planning					
		Literacy	☑					1 - Planning	1 - Planning					
3.5	Collaborative teams develop clear plans for how students will prepare for Milestone Experiences and Defenses of Learning, including what supports students will need in order to be successful.	ALL	☑											
		Math	☑					1 - Planning	1 - Planning					
		Literacy	☑					1 - Planning	1 - Planning					
3.6	3.6	Collaborative teams regularly analyze evidence and artifacts using the Quality Work Indicator from the Success Skill & Artifact Rubrics. Students receive feedback based on those indicators and have the opportunity to revise their work.	JTS	☑					1 - Planning	1 - Planning				

		Scoring Rubric												
Strategy 4: Consistent Progress Monitoring & Data Analysis	Evidence Linked?	Funding		Systems Established in BOY		FALL FSR		SPRING FSR		Priority Activity	Full School Reflection	Spring School Reflection	2026-27 Priority	Rationale & Planning
		Amount	Source	Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
				Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review					
Activities	4.1	The schoolwide assessment calendar is maintained, updated, and readily accessible to all staff. It includes dates and/or windows for assessment administration and time for data analysis.	ALL	☑		Partially	Fully	3 - Progressing	3 - Progressing					
			Math	☑		Partially	Partially	2 - Emerging	2 - Emerging					
			Literacy	☑		Partially	Partially	2 - Emerging	2 - Emerging					
4.2	4.2	The school establishes and maintains an intentional data system that is individualized to track each student's progress on a continual basis and is used in conjunction with a multi-tiered system of support.	ALL	☑										
4.3	4.3	All teachers and leaders in the school routinely analyze the results of student screeners, diagnostics, HQRI assessments, common formative/summative assessments, and district HQRI signs to plan tiered instruction through an intentional data system. Data is evaluated at a cadence that is aligned with the appropriate tier.	ALL	☑					2 - Emerging	2 - Emerging				

Strategies & Activities

Scoring Rubric										
Activities	4.4	The school utilizes a standards-based grading philosophy to measure student progress toward mastery of grade-level standards, including the ability to demonstrate learning in multiple ways and the use of re-assessment as needed.	ALL	<input checked="" type="checkbox"/>				2 - Emerging	2 - Emerging	
	4.5	The school utilizes a monitoring protocol that requires an analysis of disaggregated data for all student populations including but not limited to students of color, ELL students and ML students. Collaborative teams utilize this data to develop differentiated systems of support for students.	ALL	<input checked="" type="checkbox"/>				2 - Emerging	2 - Emerging	
	4.6	K-4 ONLY: Analyzing data from the universal screener, diagnostic, and other benchmark assessments, a Reading Improvement Plan (housed in JCPS Student Success Tracker) is developed and implemented for any student in K-4 identified as needing intensive (Tier 3) intervention. Data is evaluated (every 6-9 weeks) to consider the instructional needs of students. PSP and IEPs are followed.	Literacy	<input type="checkbox"/>						

Strategy 5: Intentional Family & Community Engagement		Evidence Linked?	Funding		Systems Established in BOY		FALL FSR		SPRING FSR		Strategy 5: Intentional Family & Community Engagement					
			Amount	Source	Initial Rating	Document Review	Fall Rating	Fall Review	Spring Rating	Spring Review						
Activities	5.1	The school communicates the priorities of Math, Literacy & Journey to Success to stakeholders. Communication is culturally and linguistically responsive to meet family needs and ensure equitable access.	Math	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning			Priority Activity	Fall School Reflection	Spring School Reflection	2026-27 Priority	Rationale & Planning
			Literacy	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning							
			JTS	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning							
	5.2	The school intentionally partners with families and community members to maximize students' Math, Literacy and Journey to Success learning experiences through real-world contexts. Stakeholders are invited to participate in school events related to Math, Literacy and Journey to Success each semester.	Math	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning							
			Literacy	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning							
			JTS	<input checked="" type="checkbox"/>		Not Met	Not Met	1 - Planning	1 - Planning							
5.3	Families are informed of grade-level expectations for math and literacy skill development and are regularly updated on individual progress toward meeting those expectations.	Math	<input checked="" type="checkbox"/>		Partially	Partially	1 - Planning	1 - Planning								
		Literacy	<input checked="" type="checkbox"/>		Partially	Partially	1 - Planning	1 - Planning								
5.4	K-4 ONLY: Read-at-Home plans are sent to families who need a Reading Improvement Plan (housed in JCPS Student Success Tracker) in compliance with SB3.	Literacy	<input type="checkbox"/>													

4.4

Fall Supervisor Feedback

Spring Supervisor Feedback

Continue providing assistance to teaching in mastering the 4-point grading scales with standards based grading. PLCs can devise multiple ways for students to show mastery and measure the quality of work with the assessments (re-assessments).

Strategy 5: Intentional Family & Community Engagement

Priority Activity

Fall School Reflection

Spring School Reflection

During the Open House on 8/26, the principal communicated the key priorities to stakeholders. We are also planning an evening a semester for Literacy and Math nights where families in attendance will be given books and resources. We are planning on relying on IC and SB3 as a means of communicating grade-level expectations to families; teachers are posting standards in their assignment details. Additionally, after every MAP assessment, students receive MAP results with report cards. Family engagement has not been a focus and we are growing as a school in this area.

5.1

Fall Supervisor Feedback

Spring Supervisor Feedback

Continue to devise ways to communicate more with families. This could include newsletters, progress reports, family engagement nights informing parents on math and literacy skill development through the use of MAP data and goal setting. Utilize Assistant Principals to assist with the newsletter updates from each team.

Measures of Success	School Evidence	Activity Alignment By Strategy	Instructional Systems Monitoring Alignment	CSIP Objective Alignment
	<i>Link Evidence; Due w/Ratings</i>	<i>Select all that apply</i>	<i>Select all that apply</i>	<i>Select all that apply</i>
Classroom walkthrough and observation evidence (all grade levels; all content areas) that shows:				
Alignment of instruction to JCPS Instructional Frameworks (2.2) Daily unpacking of HQIR-aligned learning targets with students (2.3a) Teachers referring to learning targets throughout the lesson (2.3b) Strategic implementation of technology to support or accelerate student learning (2.4) Effective implementation of classroom instructional routines, total participation techniques and student-to-student discourse (2.5) Implementation of HQIRs with integrity including HQIR-aligned strategies, skills and knowledge gained from professional learning (2.6a) Differentiated acceleration strategies to support students in attaining mastery of grade level standards (2.7a) Vibrant Learning experiences that provide students with continuous opportunities to develop Success Skills in measurable ways (2.8) Refinement of instruction based on student data, coaching, feedback and professional learning (3.4a)	Walkthrough Schedule	3.4a	Literacy, Math, Journey to Success	1 - Reading, 2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE), 3 - Achievement Gap (ML)
	Walkthrough Data	2.2, 2.3a, 2.3b, 2.5, 2.6a	Literacy, Math, Journey to Success	1 - Reading, 2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE), 3 - Achievement Gap (ML)
	Lesson Plans	2.2, 2.4, 2.5, 2.6a, 2.7a, 2.8	Literacy, Math, Journey to Success	2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE), 1 - Reading, 3 - Achievement Gap (ML)
Collaborative Team Meeting Minutes (all grade levels; all content areas) that show:				
Intentional planning to ensure learning experiences encompass diversity of voice, representation, and ways of knowing (3.2a) Intentional planning that demonstrates use of the ARE Tool (3.2b) Intentional planning that is rooted in HQIRs and focused on internalization of lessons and protocols (3.3) Data-driven team reflection to refine instructional practices using coaching, feedback, and resources. (3.4b) Intentional planning and logistics for Milestone Experiences and Defenses of Learning, including differentiated support for students (3.5) Analysis of student evidence and artifacts using the Quality Work Indicators from the Success Skill & Artifact Rubrics (3.6a)	PLC Dashboard	3.2a, 3.2b, 3.3, 3.4b, 4.3a, 4.4a, 4.5a	Literacy, Math, Journey to Success	1 - Reading, 2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE), 3 - Achievement Gap (ML)
	Lesson Plans/Syllabus	3.2a, 3.3, 3.5	Literacy, Math, Journey to Success	1 - Reading, 2 - Math, 3 - Achievement Gap (ML), 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE)
	SAT Meeting Minutes	4.5a	Other	
	Team Meeting Minutes (see TAB)	3.2a	Journey to Success, Other	
Instructional Leadership Team or Team(s) Meeting Minutes that show:				
Team membership includes representations from all stakeholder groups (1.1) Ongoing analysis of disaggregated data & development of next steps at all grade levels and/or content areas (1.3) Ongoing development and refinement of SMART Goals aligned to the Goals & Guardrails (1.4) Ongoing analysis and development of fiscal and human resources to support HQIR implementation (1.6a) Ongoing analysis of classroom walkthrough/observation data to assess HQIR implementation. (1.7a)	Living Calendar	1.3		
	2025-26 ILT Running Agenda ILT Members	1.1, 1.3	Literacy, Math, Journey to Success	1 - Reading, 2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ML), 3 - Achievement Gap (ECE)
	Knight SIF Grant Continuation	1.6a	Literacy, Math	1 - Reading, 2 - Math, 3 - Achievement Gap (ECE)
	Vital Signs	1.4	Literacy, Math, Journey to Success	
	Literacy/Math Leadership Team	1.1, 1.3, 1.7a	Literacy, Math	1 - Reading, 2 - Math, 3 - Achievement Gap (African American), 3 - Achievement Gap (ECE), 3 - Achievement Gap (ML)
Staff Communication (calendars, handbooks, newsletters, etc.) and School Policies & Procedures (SBDM policies, assessment landscapes, handbooks, etc.) that demonstrate evidence of systems and time-bound expectations for:				
Schoolwide expectations, communication plans, and logistics for instruction (1.2) Schoolwide expectations for HQIR implementation with integrity. (1.7b) School master schedule that reflects required minutes for Tier 1 instruction by content and grade level (2.1) Ongoing school-led HQIR professional learning (2.6b) Systems for regular teacher observations, coaching, and feedback cycles (2.6c) School master schedule that reflects intentional time built in for collaboration and professional learning (3.1) School assessment calendar that includes regularly updated dates and windows for assessment administration and data analysis (4.1) Intentional data system for ongoing collection and analysis of student data (ex - Journey to Success Student Mastery Tracker) (4.2) Schoolwide expectations for planning, implementing and evaluating tiered instruction based on an intentional data system (4.3b)	2025-26 All-in-one Schedule Student Handbook	2.1, 3.1	Literacy, Math	
	Student Handbook			
	8/25/2025 Bobcat Brief Staff Newsletter Parent Newsletter	1.2	Other	
	EPD Schedule PD Plan	2.6b	Literacy, Math, Journey to Success	1 - Reading, 2 - Math
	KMS Handbook Opening Day Agenda	1.2, 4.3b	Literacy, Math, Journey to Success, Other	
	PLC Dashboard	4.1, 2.6b, 3.1, 4.2, 4.3b, 4.4b, 4.5b	Literacy, Math, Journey to Success	
Stakeholder Communications (schoolwide communications, SBDM Council meeting minutes, etc.) that show:				
Sharing of SMART goals that support CSIP Goals and Objectives, and regular reporting of progress toward meeting those goals (1.5) Sharing of decisions made around resource allocation (ex: SBDM minutes, etc.) to support implementation of HQIRs (1.6b) Availability of additional learning opportunities outside the school day to support student mastery of grade level standards (2.7b) Standards-based grading policies and practices that measure student progress toward mastery of grade-level standards (4.4c) Culturally and linguistically responsive communication regarding instructional priorities: Math, Literacy & Journey to Success (5.1) Intentional partnering with families/community to maximize learning experiences in Math, Literacy & Journey to Success (5.2a) Opportunities for stakeholders to participate in school events related to Math, Literacy & Journey to Success each semester (5.2b) Ongoing communication regarding grade-level expectations for Math, Literacy & Journey to Success skill development (5.3a)	September Attendance Meeting Agenda	1.5, 5.2a	Literacy, Math, Journey to Success	
	Open House Agenda/Sign-In FTC Sign-in	1.5, 5.3b	Literacy, Math, Journey to Success	
	SBDM	1.5, 1.6b, 4.4c	Literacy, Math	
	Family Discussion Questions: Novel (Eng. + Sp.)	5.2a, 2.7b	Literacy	
	Fall Clubs Info	5.1, 5.2a	Literacy, Math, Journey to Success	
Student Work Products (all grade levels; all content areas) that show:				
Students demonstrating learning and collecting high quality artifacts (2.9) Successful completion of Milestone Experiences (Mini-Defense, Student-Led Conference or Exhibition of Learning) in K-4, 6-7 & 9-11 (2.10) Successful completion of Defenses of Learning by all students in grades 5, 8 and 12 (2.11) Actionable feedback on students artifacts and evidence of learning that is based on the Quality Work Indicators (3.6b)	Student Work	2.9	Journey to Success	
	JTS Hub	2.10, 2.11	Journey to Success	

This tab enables you to enter your links to other plans

Plan	Links
Racial Equity Plan	Knight Racial Equity Plan 2025-26
Behavior Data Review	Behavior Plan
Attendance Plan	Attendance Plan
Technology Plan	Knight Technology Plan
MTSS Plan	2025-26 Knight MTSS Culture/Climate Implement