By Comprehensive School Improvement Plan (CSIP)

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. School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing

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. 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 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

definitions for each required planning component can be found on page 2 of the planning template 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 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

5:225. No separate Schoolwide Program Plan is required 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

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 SafetyPostsecondary ReadinessGraduation Rate

Explanations/Directions

academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate Assessment for Schools. Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle

Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Objective
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. Six Sigma, Shipley, Baldridge, etc.).	Strategy
Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	Activities
List the criteria that will gauge the impact of your work. The measures may be quantitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Measure of Success
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.	Progress Monitoring
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.	Funding

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.

Objective		Objective Start and Control of the C	omig	alla illatil by 55%.	
Objective 1	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective	Learning targets are clear to	leachers will collaborate in	Students can	Assessment Data- formative	NA NA
	teachers.	deconstructing standards and	communicate to others	and summative	
Spring 2023, each		developing congruent learning	what they are learning.	Walkthrough Data- weekly	
grade level will have at		targets that are student friendly.	1000		
least 65% of students		Teachers will create daily formative			
scoring Proficient/		assessments to match targets.			
Distinguished on the		Formative assessment data will be			
end of year iReady		monitored and discussed weekly in			
diagnostic assessment		PLCs.			
in Reading.	Learning targets are student	Teachers will clearly communicate			
	triendly and clearly	the learning target before, during,			
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		Established to match largets.			
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		PI Cs			
	The Gradual Release of	I DO- where the teacher explicitly	Students understand	Walkthrough Data	NA
	Responsibility Model will be	models the lesson objective in a	what they need to	•	
	used during instruction.	focus lesson, while students watch,	know in order to be		
		WE DO- guided instruction with both	successful at the end		
		input from the teacher and the	of each lesson.		
		Students, YOU DO TOGETHER: Collaborative			
		learning in small groups or partners			
		YOU DO ALONE- Students have			
		independent practice			
	Teachers will create high	In PLCs teachers will create	Teachers will take and	Assessment Data	a
	quality Formative and	assessments that are aligned to	discuss assessments		
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	proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in respectively.	Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increas
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The Gradual Release of I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch.	Learning targets are student friendly and clearly communicated to students. communicated to students. communicated to students. Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Spring 2023, each grade level (K-2) will have less than 20% of students scoring novice on the end of the year iReady diagnostic assessment in Reading. Learning targets are clear to deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Teachers will monitor and track the mastery of standards for each student.	that are aligned to standards and produce accurate data.	Objective Strategy Activities Measure of Success Progress More
Students understand what they need to know in order to be successful at the end		Students can communicate to others what they are learning.	Formative and summative assessments.	and make adjustments if necessary.	Measure of Success
Walkthrough Data		Assessment Data- formative and summative Walkthrough Data- weekly	Weekly PLC reports submitted to the instructional team.	i ograss montonis	Progress Monitoring
N _A		NA	NA		Emelina

Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data. Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to student.				Teachers will create daily formative	confined to students.	
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Teachers will create high quality Formative and Summative Assessments that are aligned to standards. Teachers will create data. Teachers will monitor and track the student and reteach and reassess as needed. Learning targets are clear to teachers will collaborate in teachers. Teachers will collaborate in developing congruent learning targets that are student targets. Formative assessments to match targets. Formative assessment data will be reachers will collaborate in developing congruent data what they are learning. Formative assessment data will be reachers will collaborate in developing congruent data will be reachers will collaborate in developing congruent data will be reachers will collaborate in developing congruent learning. Formative assessment data will be reachers will collaborate in developing congruent learning. Formative assessment data will be reachers will to be reachers will collaborate in communicate to others and summative what they are learning. Walkthrough Data- weekly reachers will collaborate in communicate to others.				monitored and discussed weekly in PLCs.		screener in Math.
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Teachers will create high quality Formative and summative Assessments that are aligned to standards. Teachers will create high quality Formative and sessments that are aligned to standards. Teachers will monitor and track the standards for each student and reteach and reteach and reassess as needed. Learning targets are clear to teachers. Teachers will create discuss assessments will take and discuss assessments and make adjustments. Formative and summative summative summative and reassess as needed. Teachers will create discuss assessments. Formative and summative summative assessments. Teachers will create discuss assessments. Formative and summative submitted to the instructional team. Teachers will create discuss assessments. Formative and summative assessments. Teachers will create aligned to discuss assessments. Formative and summative assessments. Teachers will create discuss assessments. Formative and summative assessments. Weekly PLC reports submitted to the instructional team. Teachers will create discuss assessments. Teachers will take and discuss assessments. Formative and summative assessments. Weekly PLC reports submitted to the instructional team. Teachers will create discuss assessments. Students can communicate to others and summative what heav are learning. Malthonicate to others and summative what heav are learning.		walkin oagii Dala- woony		targets that are student friendly. Teachers will create daily formative		have at least 65% of students scoring
learning in small groups or partners YOU DO ALONE- Students have independent practice In PLCs teachers will create assessments that are aligned to standards. Teachers will relaborate in the partners in th	NA A	Assessment Data- formative and summative	communicate to others	developing congrigent learning	teachers.	Spring 2023, each grade level (K-2) will
In PLCs teachers will create assessments that are aligned to standards. Teachers will monitor and track the mastery of standards for each student and reteach and reassess as needed. Teachers will take and discuss assessments and make adjustments if necessary. Formative and summative assessments. Reachers will take and discuss assessments and make adjustments if necessary. Weekly PLC reports submitted to the instructional team.		2	Ott. dost	Topoboro will collaborate in	l parning targets are clear to	Objective 3
learning in small groups or partners YOU DO ALONE- Students have independent practice In PLCs teachers will create assessments that are aligned to standards. Teachers will monitor and track the mastery of standards for each student and reteach and reassess as needed. Teachers will monitor and track the summative and summative assessments. Teachers will monitor and track the summative assessments. Teachers will take and discuss assessments and make adjustments if necessary. Weekly PLC reports submitted to the instructional team.		2				
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In PLCs teachers will create assessments that are aligned to standards. In PLCs teachers will create assessments that are aligned to standards. In PLCs teachers will create if necessary. In PLCs teachers will create discuss assessments and make adjustments if necessary.	Z >	Weekly PLC reports submitted to the instructional	Formative and summative	mastery of standards for each	and produce accurate data.	
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		Assessment Data	Teachers will take and discuss assessments	In PLCs teachers will create assessments that are aligned to	leachers will create high quality Formative and	
learning in small groups or partners YOU DO ALONE- Students have				Independent practice		
				YOU DO ALONE- Students have		
VOLUDO TOCETHEB: Collaborativa				YOU DO TOGETHER: Collaborative		
Strategy Activities Measure of Success Progress Monitoring Funding	Funding	Progress Monitoring	Measure of Success	Activities	Strategy	Objective
Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.	or above	ntage of students scoring at and math by 35%.	 will increase the perce coring novice in reading 	026, MCES in collaboration with MCIs reduce the percentage of students s	g and math goal.): By May of 2 nd Math by at least 20%, and	Goal 1 (State your reading proficiency in Reading a

Goal 1 (State your reading proficiency in Reading a	g and math goal.): By May of 20 and Math by at least 20%, and r	Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.	, will increase the perce	ase the percentage of students scoring at or above	or above
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Formative assessment data will be monitored and discussed weekly in PLCs.			
	The Gradual Release of Responsibility Model will be used during instruction.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	
		students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice			
	Teachers will create high quality Formative and Summative Assessments that are aligned to standards	In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	Z
	and produce accurate data.	Teachers will monitor and track the mastery of standards for each student and reteach and reassess as needed.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA
	Teachers will use evidence-based practices when delivering math instruction.	Teachers and students will use concrete and semi-concrete representations during math instructions.	Students will be able to show and verbally express math concepts.	Formative and Summative Assessment data	Z
Objective 4 Spring 2023, each grade level will have less than 20% of students scoring novice on the end of	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA

				Objective the year iReady diagnostic assessment in Math.	Goal 1 (State your reading proficiency in Reading ar
Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.		The Gradual Release of Responsibility Model will be used during instruction.	Learning targets are student friendly and clearly communicated to students.	Strategy	and math goal.): By May of 201d Math by at least 20%, and
Teachers will monitor and track the mastery of standards for each student and reteach and reassess as needed.	In PLCs teachers will create assessments that are aligned to standards.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Activities Formative assessment data will be monitored and discussed weekly in PLCs.	Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.
Formative and summative assessments.	Teachers will take and discuss assessments and make adjustments if necessary.	Students understand what they need to know in order to be successful at the end of each lesson.		Measure of Success	, will increase the perce oring novice in reading
Weekly PLC reports submitted to the instructional team.	Assessment Data	Walkthrough Data		Progress Monitoring	entage of students scoring at and math by 35%.
N _A	Z			Funding	or above

Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 35%.

0.0	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will use	Teachers and students will use	Students will be able to	be able to Formative and Summative	
		evidence-based practices	concrete and semi-concrete	show and verbally	Assessment data	
		when delivering math	representations during math	express math		
		instruction.	instructions.	concepts.		

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Science, Social Studies, and Writing by at least 20%, and reduce the percentage of students scoring novice in Science, Social Studies, and Writing by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Finding
Objective 1	Students will read, write,	Teachers will incorporate additional	Writing Samples	Walkthroughs	Title 1
In science, the	and be given hands on	opportunities for exposure to		Assessment Data	-
percentage of students	opportunities to increase	nonfictional texts that align with	rvation		
scoring at proficiency or	their knowledge in science.	grade level science standards.			
above will increase by		Students will discuss and write about			
5%.		science topics.			
Objective 2		Students will be given hands on			
In science, the		activities that foster inquiry.			
percentage of students					
scoring novice will					
reduce by 5%					
Objective 3 In social studies, the	Students will read, write, and be given hands on	Teachers will incorporate additional	Writing Samples	Walkthroughs	Title 1
percentage of students	opportunities to increase	nonfictional texts that align with	Teacher Observation	Tara	
scoring at proficiency or	their knowledge in social	grade level social studies standards.			
5%.	studies.				

Goal 2 (State your science, social studies, and writing goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Science, Social Studies, and Writing by at least 20%, and reduce the percentage of students scoring novice in Science, Social Studies, and Writing by 30%.

writing by 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 4		Students will discuss and write about			
In social studies, the		social studies topics.			
percentage of students		,			
scoring novice will					
reduce by 5%					
Objective 5	Students will receive	I DO- where the teacher explicitly	Writing Samples from	Comparing student writing	NA
In writing the percentage	explicit writing instruction	models the lesson objective in a	all content areas		
of students scoring at	through the Gradual	focus lesson, while students watch,	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	vear	
proficiency or above will	Release of Responsibility	WE DO- guided instruction with both		Teacher Observation	
increase by 5%.	Model.	input from the teacher and the		Rubric Data	
		students,			
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		learning in small groups or partners			
		YOU DO ALONE- Students have			
		independent practice			
Objective 6	Students will write in all	Students will respond to writing in			
In writing, the percentage	content areas for a variety	reading, math, science, and social			
of students scoring	of purposes.	studies.			
novice will reduce by 5%.					

3: Achievement Gap

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). 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

																		the year iReady data.	Math based on the end of	by 10% in Reading and	our disability subgroup	group population and	gaps between the whole	MCES will reduce the	Objective 1		Objective
accurate data.	standards and produce	that are aligned to	Summative Assessments	quality Formative and	Teachers will create high										be used during instruction.	Responsibility Model will	The Gradual Release of		communicated to students.	student friendly and clearly	Learning targets are			to teachers.	Learning targets are clear		Strategy
	without modifications.	will be given to all students	standards. These assessments	assessments that are aligned to	In PLCs teachers will create	independent practice	ALONE- Students have	groups or partners YOU DO	Collaborative learning in small	YOU DO TOGETHER:	the students,	both input from the teacher and	WE DO- guided instruction with	watch.	focus lesson, while students	models the lesson objective in a	I DO- where the teacher explicitly	lesson.	before, during, and after the	communicate the learning target	Teachers will clearly	targets that are student friendly.	developing congruent learning	deconstructing standards and	Teachers will collaborate in		Activities
	necessary.	make adjustments if	assessments and	and discuss	Teachers will take								of each lesson.	successful at the end	know in order to be	what they need to	Students understand				,	learning.		communicate to	Students can	Success	Measure of
-					Assessment Data											(Walkthrough Data						Walkthrough Data- weekly	summative	Assessment Data- formative and		Objective Strategy Activities Measure of Progress Monitoring Funding
			100	NA													NA								NA	(Funding

Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
			Success		
		Teachers will monitor and track	Formative and	Weekly PLC reports submitted to	
		the mastery of standards for	summative	the instructional team.	
		each student.	assessments.		
	Evidence based	Special Education Teachers will	Progress Monitoring	Progress Monitoring Data	Title 1
	he used to deliver	use evidence based	lools		
	Specially Designed	delivering Specially Designed			
	Instruction to students with IEPs.	Instruction			
Objective 2	Learning targets are clear	Teachers will collaborate in	Students can	Assessment Data- formative and	NA
All students will make	to teachers.	deconstructing standards and	communicate to	summative	2 · ·
growth. 80% of the	Learning targets are	developing congruent learning	others what they are	Walkthrough Data- weekly	
make at least a year's	communicated to students.	Teachers will clearly	icalling.		
growth according to the		communicate the learning target			
data in Reading and		before, during, and after the			
Math.	The Gradual Release of	I DO- where the teacher explicitly	Students understand	Walkthrough Data	N >
	Responsibility Model will	models the lesson objective in a	what they need to	742	5
	be used during instruction.	focus lesson, while students	know in order to be		
	Teachers will create high	watch.	successful at the end		
	quality Formative and	WE DO- guided instruction with	of each lesson.		
	Summative Assessments	both input from the teacher and			
	that are aligned to	the students,			
	accurate data.	Collaborative learning in small			
		groups or partners YOU DO			
		ALONE- Students have			
		independent practice			
		In PLCs teachers will create	Teachers will take	Assessment Data	
		assessments that are aligned to	and discuss		
		standards.	assessments and		
			make adjustments if		
			necessary.		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2026, MCES in collaboration with MCIS, will reduce the percentage of English Language Learners scoring novice by 15%, and increase the percentage of English Language Learners scoring proficient/distinguished by 10%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All ELL students will make growth in Reading and Math based on the end of year iReady data.	Evidence based strategies will be used for instruction with ELL students.	When new content is introduced students will be taught small sets of academic vocabulary in small group or one on one over several Writing Samples days.	Formative and Summative Assessments. Writing Samples	Assessment Data	N A
		with opportunities for students to work and talk through the assignment, in small groups or pairs. Small group instruction will be			
Objective 2 Less than 10% of ELL students will score Novice in Reading and Math based on the end of the year iReady data.		provided for each content area.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, MCES will implement with fidelity, PBIS and the social emotional learning curriculum in every classroom.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 80% of Students will	The expectations of students are clearly	Professional Development will be provided for all staff.	Behavior Referrals decreased.	PBIS Data- Monthly (PBIS Team)	SBDM Funds
follow school wide and classroom PBIS	defined, and group norms have been established	Students will be taught, explicitly, the PBIS expectations.	The school and classrooms sustain	School and Classroom Climate- Walkthrough data-weekly	•
expectations.	within every classroom.		an environment that	Student and Staff Surveys-2	
		Students will be re-tought the	fosters students'	times/year	•
		Students will be re-taught the expectations after each break	academic achievement as well	PBIS Fidelity Checks- School and District Personnel	
		and as needed.	as their social,		
		Teachers will establish	emotional, and moral		
		classroom norms that align with	growth.		
		school expectations and submit			
		these expectations to the PBIS			
		Team.			
80% of students will be	Staff will ensure the	Professional Development will be	Behavior Referrals	Student Social Emotional Self	FRC Grant
successful in utilizing	and monitoring of the	programs.	000000	classroom teacher	
the lessons in the SEL	social emotional programs.	Appropriate time will be	The school and	Walkthroughs-Weekly	
Curriculum.		designated in the master	classrooms sustain		
	Ŷ).	schedule for the SEL curriculum	an environment that		
		to be taught.	fosters students'		
			academic		
			achievement as well		
			as their social,		
			emotional, and moral		
			growth.		

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

requirements for TSI schools in the following chart: identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional 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 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,

Components of Turnaround Leadership Development and Support:

achievement for underperforming subgroups? Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student

Response:

During PLCs professional development will focus on the areas in our CSIP. Additional professional development will also be required for school leaders

Identification of Critical Resources Inequities:

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

Response:

The SBDM council, school committees, and grade level groups reviewed the allocation of staff and the use of resources. Our Title 1 budget reflects the areas of need in our CSIP. Council will also determine if more funds are needed and adjust the budget if necessary.

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

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

Response:

PLCs with special education teachers as well as general education teachers will ensure everyone understands the expectations. Regular meetings to discuss student progress and next steps will occur weekly

Targeted Subgroups and Evidence-Based Interventions:

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? 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

assessments, as well as, anecdotal records to monitor progress Explicit teaching and The Gradual Release Model will be used to support students with disabilities. We will look at progress monitoring data, formative and summative

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

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the resource available on KDE's Evidence-based Practices website. 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 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 CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements"

evidence. 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

<u>Instruction during intervention will be</u> <u>explicit and systematic.</u> Washington, DC: National Cer U.S. Department of Education	support reading understanding. Support reading understanding. Support reading understanding. Support reading for center for Education.	
Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.	Evidence Citation
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Comprehensive School Improvement Plan (CSIP)

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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 School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing

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 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 should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified 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

definitions for each required planning component can be found on page 2 of the planning template 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, operationa 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

No separate Schoolwide Program Plan is required. 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.

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

1: State Assessment Results in reading and mathematics

Ivze formative t their weekly PLCs. Ivze Majority of students master daily learning targets. Majority of students are meeting expected growth and mastering Kentucky Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	Differentiated instruction Teachers provide small group instruction to flexible homogeneous groups. Teachers provide activities that are rigorous and promote higher order thinking. Lesson plans provide provide small group indicate intentional provide struction to flexible indicate intentional provide small group indicate intentional provide struction to flexible indicate intentional provide small group indicate intentional provide instruction to flexible indicate intentional provide instruction instruction to flexible indicate intentional provide indicate intentional provide instruction i	ative	t , specific se or	Goal 1 (State your reading and math goal.): To achieve Blue Ribbon School status within 3-5 years. Objective Strategy Activities Measure of Success
Majority of students master daily learning targets. Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	Lesson plans indicate intentional planning of groups. Students are exhibiting thability to produce gradelevel work.	Students show mastery on formative and summative assessments.	"I can" statement using active verb, specif to skill, knowledge or understanding and written in developmentally appropriate student language.	Measure of Success
3 m S		Formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.	Classro provid target target exit slij studen learnin and ho	Progress Monitoring
None	p none	e none	none	Funding

Goal 1 (State your reading and	l math goal.): To achieve Blue Rii	Goal 1 (State your reading and math goal.): To achieve Blue Ribbon School status within 3-5 years.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2	Lesson congruency	Write learning targets that	"I can" statement	Classroom observation	none
Increase proficiency in		Academic State Standards.	to skill, knowledge or	provides evidence of learning target on the board, lesson and	
reading and math on KSA 22-			understanding and written	exit slip aligns with it, and	
23 by 20%.			in developmentally	students can verbally explain the	
			appropriate	learning target for the day	
			student language.	and how they know they have	
				mastered it.	
		Create lessons and assessments	Students show mastery on	Formative assessments are used	none
		that are directly related to the	formative and summative	to drive instruction and	
		daily learning target.	assessments.	conversation at PLCs. Summative	
				assessments show mastery of	
				standards and areas where	
				students need to continue	
				learning.	
	Differentiated instruction	Teachers provide small group	Lesson plans	Classroom observation	none
		instruction to flexible	indicate intentional	provides evidence of small group	
		homogeneous groups.	planning of groups.	instruction.	
		Teachers provide activities that	Students are exhibiting the	Student work samples provide	none
		are rigorous and promote higher	ability to produce grade-	evidence of rigorous grade-level	
		order thinking.	level work.	work.	
	Data analysis	Teachers analyze formative	Majority of students	Weekly discussion at PLCs.	None
		assessments at their weekly PLCs.	master daily learning		
			targets.		
		Teachers analyze	Majority of students are	Evidence of growth at tri yearly	none
		summative/diagnostic assessments	meeting expected growth	meetings.	
		with principal at beginning, middle,	and mastering Kentucky	3	
		and end of the year meetings.	Academic Standards.		

2: State Assessment Results in science, social studies and writing

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Lesson congruency	Write learning targets that are	"I can" statement using	Classroom observation provides	none
KSA test scores show 35%		aligned with Kentucky Academic	active verb, specific to	evidence of learning target on the	
proficiency in science		State Standards.	skill, knowledge or	board, lesson and exit slip aligns	
by spring of 2023.			understanding and written	with it, and students can verbally	
			in developmentally	explain the learning target for the	
			appropriate student	day and how they know they have	
			language.	mastered it.	
		Create lessons and assessments	Students show mastery on	Formative assessments are used to	none
		that are directly related to the	formative and	drive instruction and conversation	
		daily learning target.	Summative assessments.	at PLCs. Summative assessments	
				show mastery of standards and	
				areas where students need to	
				continue learning.	
	Differentiated instruction	Teachers provide cooperative	Lesson plans indicate	Classroom observation	none
		learning and project based	intentional planning of	provides evidence of	
		learning opportunities that are	cooperative learning and/or	cooperative learning and/or	
		differentiated for learners'	project based learning	project based	
		needs.	activities.	learning activities.	
		Teachers provide activities that	Students are exhibiting the	Student work samples	none
		are rigorous and promote	ability to produce grade-	provide evidence of rigorous	
		higher order thinking.	level work.	grade-level work.	
	Data analysis	Teachers analyze formative	Majority of students master	Weekly discussion at PLCs.	none
		assessments at their weekly	daily learning targets.		
		Teachers analyze	Moiority of other party		
		summative/diagnostic	meeting expected growth	vearly meetings	
		assessments with principal at	and mastering Kentucky	c	
		beginning, middle, and end of	Academic Standards.		

				Objective 2 KSA test scores show 35% proficiency in social studies by spring of 2023.	Goal 2 (State your science, soci
	Data analysis	Differentiated instruction		Lesson congruency	al studies, and writing goal.): Sci Strategy
Teachers analyze summative/diagnostic assessments with principal at beginning, middle, and end of the year meetings.	are rigorous and promote higher order thinking. Teachers analyze formative assessments at their weekly pro-	leachers provide cooperative learning and project based learning opportunities that are differentiated for learners' needs.	Create lessons and assessments that are directly related to the daily learning target.	Write learning targets that are aligned with Kentucky Academic State Standards.	Goal 2 (State your science, social studies, and writing goal.): Science and Social Studies proficiency will increase to 60% in 3-5 years Objective Strategy Activities Measure of Success
Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	ability to produce grade- level work. Majority of students master daily learning targets.	Lesson plans indicate intentional planning of cooperative learning and/or project based learning activities.	Students show mastery on formative and Summative assessments.	"I can" statement using active verb, specific to skill, knowledge or understanding and written in developmentally appropriate student language.	will increase to 60% in 3-5 years Measure of Success
Evidence of growth at tri yearly meetings.	provide evidence of rigorous grade- level work. Weekly discussion at PLCs.	Classroom observation provides evidence of cooperative learning and/or project based learning activities.	Formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.	Classroom observation provides evidence of learning target on the board, lesson and exit slip aligns with it, and students can verbally explain the learning target for the day and how they know they have mastered it.	Progress Monitoring
none	none	none	none	none	Funding

3: Achievement Gap

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 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 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).

												2023.	math on KSA in spring of	less than 10% in reading and	students with disabilities to	Reduce Novice in	Objective 1	Objective
				Data analysis					Intentional planning of SDI.						SPED teachers.	between gen ed and	Collaborative teaching	Strategy
			monitoring at their weekly PLCs.	Teachers analyze formative	for those needs.	of students and provide lessons	SPED teachers identify needs	data records	SPED teachers keep daily			both teachers	Daily instruction provided by				Weekly planning meetings	Activities
	their IEP goals.	targets and are	daily learning	Majority of		being closed.	Students' gaps are	growth in records	Students show	instruction.	providing	in the classroom	Both teachers are	learning gaps.	teaching to close	synchronously	Teachers are	Measure of Success
				Weekly discussion at PLCs.			Progress monitoring every 2 weeks	0 000	Observation of data keeping				Classroom observations			one discussions with teachers.	Classroom observations and one on	Progress Monitoring
				None			none		none				none				none	Funding

4: English Learner Progress

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oal 4 (State your English Learner goal.): To become a Blue Ribbon School in 3-5 year
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Lesson congruency	Write learning targets that	"I can" statement	Classroom observation	none
		are aligned with Kentucky	using active verb,	provides evidence of learning target	
Reduce novice in reading and		Academic State Standards.	specific to skill,	on the board, lesson and exit slip	
math on KSA 22-23 by 20%.			knowledge or	aligns with it, and students can	
			understanding	verbally explain the learning target for	
			and written in	the day and how they know they have	
			developmentally	mastered it.	
			appropriate		
10			student language.		
		Create lessons and assessments	Students show	Formative assessments are used	none
		that are directly related to the	mastery on formative	to drive instruction and conversation	
		daily learning target.	and summative	at PLCs. Summative assessments	
			assessments.	show mastery of standards and areas	
				where students need to continue	
				learning.	
	Differentiated instruction	Teachers provide small group	Lesson plans	Classroom observation	none
		instruction to flexible homogeneous	indicate intentional	provides evidence of small group	
		groups.	planning of groups.	instruction.	
		Teachers provide activities that	Students are	Student work samples provide	none
		are rigorous and promote higher	exhibiting the ability to	evidence of rigorous grade-level	
		order thinking.	produce grade-level	work.	
			work.		
	Data analysis	Teachers analyze formative	Majority of students	Weekly discussion at PLCs.	None
		assessments at their weekly PLCs.	master daily learning		
			targets.		
		Teachers analyze	Majority of students	Evidence of growth at tri yearly	none
		summative/diagnostic assessments	are meeting expected	meetings.	
		with principal at beginning, middle,	growth and mastering		
		and end of the year meetings.	Kentucky Academic		
			Standards.		

Goal 4 (State your English Lear	Goal 4 (State your English Learner goal.): To become a Blue Ribbon School in 3-5 years	oon School in 3-5 years.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2	Lesson congruency	Write learning targets that	"I can" statement	Classroom observation	none
Increase proficiency in		are aligned with Kentucky Academic State Standards.	specific to skill,	provides evidence of learning target on the board, lesson and exit slip	
reading and math on KSA 22-			knowledge or	aligns with it, and students can	
23 by 20%.			understanding	verbally explain the learning target for	
			and written in	the day and how they know they have	
			developmentally	mastered it.	
			appropriate		
			student language.		
		Create lessons and assessments	Students show	Formative assessments are used	none
		that are directly related to the	mastery on formative	to drive instruction and conversation	
		daily learning target.	and summative	at PLCs. Summative assessments	
			assessments.	show mastery of standards and areas	
				where students need to continue	
				learning.	
	Differentiated instruction	Teachers provide small group	Lesson plans	Classroom observation	none
		instruction to flexible homogeneous	indicate intentional	provides evidence of small group	
		groups.	planning of groups.	instruction.	
		Teachers provide activities that	Students are	Student work samples provide	none
		are rigorous and promote higher	exhibiting the ability to	evidence of rigorous grade-level	
		order thinking.	produce grade-level	work.	
			work.		
	Data analysis	Teachers analyze formative	Majority of students	Weekly discussion at PLCs.	None
		assessments at their weekly PLCs.	master daily learning		
			targets.		
		Teachers analyze	Majority of students	Evidence of growth at tri yearly	none
		summative/diagnostic assessments	are meeting expected	meetings.	
		with principal at beginning, middle,	growth and mastering		
		and end of the year meetings.	Kentucky Academic		
			Standards.		

5: Quality of School Climate and Safety

			in Me.	RA survey from Leader		efficacy from 73% to 80% by	Improve staff collective															survey from Leader in Me.	2023 according to the MRA	from 66% to 75% by spring of	Improve family engagement	Objective 1	Objective	Goal 5 (State your climate and s,
	everyone has genius	-		everyone can be a leader	Grow the mindset that			Build efficacy through PLCs			around Leader in Me	Hold family events centered							consistent basis	paradigms to families on a	Communicate habits and					Utilize PTO	Strategy	afety goal.): As a Leader in Me s
Discuss at staff meetings	Share core paradigm literature from Leader in Me		Discuss at staff meetings	Leader in Me	Share core paradigm literature from			Weekly PLCs		Spring family event		Fall family event		and paradigms	to include their families in the habits	Provide opportunities for students					Send home Leader in Me literature	8	Leader in Me into activities planned	Guide PTO in ways to incorporate	meetings	Admin and teachers attend PTO	Activities	Goal 5 (State your climate and safety goal.): As a Leader in Me school, we would like to reach Lighthouse status by 2025.
This paradigm is on each agenda	Teachers show they believe in each other	each agenda	This paradigm is on	believe in each other	Teachers show they		guide instruction	Teachers use data to	Leader in Me	Centered around	Leader in Me	Centered around	homework activities	incorporated into	paradigms are	The habits and	are sent home weekly	designed for families	website that are	documents from the	Leader in Me	Leader in Me	centered around	2 events each year are	at every meeting	Each are in attendance	Measure of Success	se status by 2025.
Discussions at staff meetings	Teachers depend on each other to build lessons and grow relationships	(Discussions at staff meetings	build lessons and grow relationships	Teachers depend on each other to		53.80	Admin check in on meetings	event	Admin and teachers will help plan the	event	Admin and teachers will help plan the				Homework plans turned in to admin				a document included	Each schoolwide family newsletter has		attended	Events are scheduled and well		Check minutes to see who attended	Progress Monitoring	
none	none		none		none			none		PTO funds		PTO funds				none		ź	newsletter)	and Smores	Title 1 (Leader in Me			PTO funds		none	Funding	

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

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: 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 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

Components of Turnaround Leadership Development and Support:

underperforming subgroups? 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

sponse:

- CKEC Trainings Co-Teaching, SDI Tools
- KYCEC attendance administrators, counselors, SPED team lead
- CKEC Co-Teaching Cadre instructional coach and coteaching partners

Identification of Critical Resources Inequities:

underperformance, and how identified resource inequities will be addressed 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

Response

- Observation of grade level work students are exposed to an increase to exposure will be guaranteed with appropriate accommodations and modifications to ensure success
- Discussion with gen ed and SPED teachers about SDI and implementation of coteaching/resource continuously monitor and discuss appropriate coteaching strategies and SDI that need to be used
- Reviewed data from KSA, Progress Monitoring, and iReady data will be used to drive instruction
- Modified process for writing IEPs IEPs will be written with clear goals, appropriate LRE and accommodations/modifications, and SDI designed to bring to grade level mastery

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

underperformance. 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

Response:

- Observation of time spent by students in gen ed setting vs resource setting
- Observation of coteaching strategies used by teachers
- Observation of SDI tools used

Targeted Subgroups and Evidence-Based Interventions:

to ensure it is implemented with fidelity? 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

esponse

Novice reduction among students with IEPs – increase exposure to rigorous, grade-level material;

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

TSI/ATSI Evidence-based Practices

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 documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the 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 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

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

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	Train staff to implement inductive teaching strategies.	Evidence-based Activity
Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). 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.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Evidence Citation
⊠	⊠		Uploaded in eProve

Comprehensive School Improvement Plan (CSIP)

lationale

achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing student growth and achievement.

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 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 process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were 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

definitions for each required planning component can be found on page 2 of the planning template. 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 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

5:225. No separate Schoolwide Program Plan is required 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

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 ReadinessGraduation Rate

Explanations/Directions

academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle Assessment for Schools.

Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.						
Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Strategy					
Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	Activities					
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.	Measure of Success					
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.	Progress Monitoring					
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.	Funding					

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): King Middle School will increase the percentage of students scoring at or above proficiency in reading and math to 60% in each content area by May 2024.

1024.					3
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy	Ensure regularly scheduled	Dates on calendar and	Council will receive report in spring	Title 1, Section 6
Students will be at least	Standards	curriculum meetings to review the	alignment PLCs	from principal.	
proficient in math		alignment between standards,	scheduled.		
לי טויטיטייג ווי ווימנוי.		learning targets, and assessment			
		measures.			
		Ensure monitoring measures are in	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
		place to support high fidelity in	agendas and minutes	from principal.	
Objective 2		teaching to the standards, by way of		3	
By May 2022, 50% of		peer observations, formal and			
students will be at least		informal observations, classroom			
0.000		data/running records, and			
		standards mastery checks.			
	KCWP2: Design and Deliver	Ensure congruency is present	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
	Instruction	between standards, learning	agendas and minutes	from principal.	
		targets, and assessment measures			
		Ensure ongoing professional	Walkthrough data, PLC	Council will receive report in spring	Title 1, Section 6
		development in the area of best	agendas and minutes	from principal.	
		practice/high yield instructional	Teacher PGPs	100	
		strategies to aid in curricular			
		adjustments when students fail to			
		meet mastery.			
	KCWP 4: Review, Analyze and	Ensure that formative assessment	Walkthrough data,	Council will receive report in spring	Title 1, Section 6
	Apply Data	practices allow students to	Planning Protocols, PLC	from principal	8
		understand where they are going,	agendas and minutes		
		where they currently are, and how	8		
		they can close the gap			

Goal 1 (State your proficiency 2024.	goal.): King Middle School will in	Goal 1 (State your proficiency goal.): King Middle School will increase the percentage of students scoring at or above pr 2024.	ring at or above proficienc	proficiency in reading and math to 60% in each content area by May	ent area by May
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and	Ensure that formative, interim,	PLCs, Intervention	Council will receive report in spring	NA
	Deliver Support	summative assessment results, as	data, iready data,	from principal.	
		well as universal screener data, are	progress monitoring		
		used appropriately to determine			
		tiered intervention needs.			

Updated May 2022

2: State Assessment Results in science, social studies and writing

Goal 2 By May 2023, KMS will	Goal 2 By May 2023, KMS will increase its Separate Academic Indicator to 60.	Indicator to 60.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 May 2023, KMS will increase science scores to 50.	KCWP2: Design and Deliver Instruction	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Formative and summative assessments are used to drive instruction based on student needs of content mastery. Continued use of Amplify Science and Summit, along with modifications that extend learning.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery. Continued use of PLC time and PD getting familiar with Amplify Science.	Council will receive report in spring from principal.	Title 1, section 6
Objective 2 May 2023, KMS will increase Social Studies scores to 60. May 2023, KMS will increase writing scores to 70.	KCWP 1: Design and Deploy Standards	Continued usage of History Alive, and Summit Learning while matching desired standards and outcomes to learning experiences. Greater use of PBL Activities. Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.	Council will receive report in spring from principal.	Title 1, section 6

	Objective	Goal 2 By May 2023, KMS will increase its Separate Academic Indicator to 60.
KCWP2: Design and Deliver Instruction	Strategy	ncrease its Separate Academic
Formative and summative assessments are used to drive instruction based on student needs of content mastery. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Learning targets along with goal setting posted and discussed throughout lessons and units to ensure students understanding of learning expectations.	Activities	Indicator to 60.
Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery.	Measure of Success	
Council will receive report in spring from principal.	Progress Monitoring	
Title 1, Section 6	Funding	

3: Achievement Gap

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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 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 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

	and math to May 2023.	To increase proficiency in economically challenged	Objective 2									math by May 2023.	under 40% in reading and	students' novice scores to	To reduce Special Education	Objective 1	Objective
							Instruction	KCWP2: Design and Deliver							Standards	KCWP 1: Design and Deploy	Strategy
Ongoing focus on Kagan Cooperative engagement activities (summer 2022) and follow-up trainings throughout the year.	Name/Claim by our special	co-teaching KASC training for staff ongoing and in the summer of 2023.	meet mastery.	adjustments when students fail to	strategies to aid in curricular	practice/high yield instructional	development in the area of best	Ensure ongoing professional	targets, and assessment measures.	between standards, learning	Ensure congruency is present	measures.	learning targets, and assessment	alignment between standards,	curriculum meetings to review the	Ensure regularly scheduled	Activities
	scores.	on grade level assignments and KSA				Teacher PGPs	agendas and minutes	Walkthrough data, PLC	agendas and minutes	Planning Protocols, PLC	Walkthrough data,			agendas and minutes	Planning Protocols, PLC	Walkthrough data,	Measure of Success
	a report in the spring from the principal.	District and school personnel monitoring through school visits, and walkthrough data. Council will receive					from principal.	Council will receive report in spring			Council will receive report in spring					Council will receive report in spring	Progress Monitoring
		litle 1/Section 6						Title 1/Section 6			Title 1/Section 6					Title 1/Section 6	Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and	KCWP 4: Review, Analyze and Ensure that formative assessment		Council will receive report in spring	Title 1/Section 6
	Apply Data	practices allow students to	PLC	from principal.	
		understand where they are going,	agendas and minutes		
		where they currently are, and how			
		they can close the gap			

4: English Learner Progress

Goal 4 (State your English Learner goal.): KMS doesn't have enough students in this subgroup to have data available. However, with our focus on Tier 1 best practices, we will reduce novices in all content areas.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1				c	o
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To increase our quality of school climate and safety score to 80 by May 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP2: Design and Deliver	Summit Learning Mentoring	Weekly mentoring	Culture survey, SBDM progress annual	Section 6,
To increase the sense of	Instruction		sessions that includes	update, Leadership team update.	
belonging at KMS by adding			Goal Setting (Pegasus		
more mentoring			Team).		
opportunities in our school.		Goal Setting	Climate survey		
	KCWP 4: Review, Analyze and	PLT and the continued focus of	Weekly check-ins (8 th		
	Apply Data	creating connections and	grade).		
	1	relationship building.			
		Kindness Club at KMS	KSA Scores		
			Fewer behavior		
			incidents		
Objective 2	KCWP2: Design and Deliver	Weekly and bi-monthly small			Title 1, Section 6,
To fully implement our small	Instruction	counseling groups.			Frysc
group counseling sessions		Check-in/Check-out will be utilized	Students will fill out a	Culture survey, SBDM progress annual	District, Title 1,
and to expand and respond		to respond to needs throughout the	google form each	update, Leadership team update.	Section 6.
to student needs in the		year.	session.		
tuture.	KCWP 4: Review, Analyze and	Hospice Grief group, coping cat	Fewer behavior		
	Apply Data	(anxiety), behavior, anger, and other	incidents.		
		small groups.			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):	ary goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):	goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):	oal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
No.					
Objective 2					

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

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: 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

Components of Turnaround Leadership Development and Support:

underperforming subgroups? 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

esponse:

- CKEC Trainings Co-Teaching, SDI Tools
- KYCEC attendance administrators, counselors, SPED team lead
- CKEC Co-Teaching Cadre instructional coach and coteaching partners
- KASC Co-teaching whole faculty training
- Kagan cooperative engagement learning

Identification of Critical Resources Inequities:

underperformance, and how identified resource inequities will be addressed 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

Response:

- Observation of grade level work students are exposed to an increase to exposure will be guaranteed with appropriate accommodations and modifications to ensure success
- Discussion with gen ed and SPED teachers about SDI and implementation of coteaching/resource continuously monitor and discuss appropriate coteaching strategies and SDI that need to be used
- Reviewed data from KSA, Progress Monitoring, and iReady data will be used to drive instruction
- Modified process for writing IEPs IEPs will be written with clear goals, appropriate LRE and accommodations/modifications, and SDI designed to bring to grade level mastery

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

underperformance. 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

Response:

- Observation of time spent by students in gen ed setting vs resource setting
- Observation of coteaching strategies used by teachers
- Observation of SDI tools used

Targeted Subgroups and Evidence-Based Interventions:

evidence-based practice to ensure it is implemented with fidelity? 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 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

Response:

Novice reduction among students with IEPs - increase exposure to rigorous, grade-level material; improve reading intervention, improve math intervention, use data to guide instruction for all contents and grade levels.

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

TSI/ATSI Evidence-based Practices

documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. 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 expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the 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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school 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

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

	Continued focus on collaboration with professionals and families and co-teaching at KMS.	Improve math interventions.	Evidence-based Activity
	Continued focus on collaboration with McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, professionals and families and co-teaching at M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Evidence Citation
	×	×	Uploaded in eProve

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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 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 before it is submitted to the Commissioner of Education for final approval 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 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) 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 Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Evidence-based Practices

and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the 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 for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school 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

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

		Train staff to implement inductive teaching Hattie, J. (2009). strategies.	Evidence-based Activity
		Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Evidence Citation
			Uploaded in eProve

Comprehensive School Improvement Plan (CSIP)

environment that promotes student growth and achievement. and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding,

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 reviewed regularly to determine the success of each strategy. 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 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

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 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 Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

under 703 KAR 5:225. No separate Schoolwide Program Plan is required. 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

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
- 0 State Assessment Results in science, social studies and writing
- 0 Achievement Gap
- 0 0 **English Learner Progress**
- Quality of School Climate and Safety

- Postsecondary ReadinessGraduation Rate

Explanations/Directions

must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator targets should be informed by The Needs Assessment for Schools.

Measure of Success

Schools should Objective address a process, that was identified as a practice, or condition to systematically Describe your approach Strategy Activities will gauge the impact of your List the criteria that

strategy can be based improvement approach Processes or another upon Kentucky's six (6) multiple strategies for each objective. The Needs Assessment for There can be for each strategy. strategy. There can deploy the chosen that will occur to actionable steps be multiple activities Describe the some way. staff and students. outcomes for both as well as Consider observable in qualitative but are be quantitative or measures of input The measures may

include the

end of the current

be attained by the

Schools.

determine short-

priority during the

Work.

assess the

Describe the

Monitoring **Progress**

Funding

term objectives to

academic year.

There can be

tor each goal. multiple objectives

Key Core Work

Baldridge, etc.

(i.e. Six Sigma, Shipley

individuals responsible

activities

established

of improvement, artifacts to be description should the plan. Your effectiveness of process used to timelines, and the plan, the rate reviewed, specific implementation of out the planned are utilized to carry school is a how Title I funds and must indicate your annual plan CSIP serves as Part A funds, your initiative. If your support each source(s) used to recipient of Title I, *improvement* local funding federal, state, or List the specific

and the

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): To reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.

Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Reading and Math.	All 9"-11" graders will continue to work with the ACT online program CERT which will provide assessments in Reading and Math. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): To reduce the percentage of Novice from 46% to 30% in 11th grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11th grade Social Studies scores. To improve the Combined Writing index score of all students in writing from 63.8% to 68% as defined by the On-Demand writing assessment in 2022-23.

Objective Strate	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To reduce the percentage of Novice from 46% to 30% in 11 th grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11 th grade Social Studies scores.	Teachers will continue with laser focused specific efforts in order to reduce novice scores in Science and Social Studies.	All 9"-11" graders will continue to work with the ACT online program CERT which will provide assessments in Science. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use educational resources provided in CERT.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	GEAR UP provided
		Teachers will participate in PLC meetings with instructional coaches and administrative staff to analyze results of common assessments, identify struggling students, and plan for future instruction.	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required
		Teachers will identify struggling students and provide Tier 2 interventions to assist those students.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
		Students will be provided with individualized online interventions through the CERT exam room and will have time to work on these modules in Titan Time.	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
Objective 2: To improve the Combined Writing index score of all students	Teachers will continue with laser focused specific efforts in order to improve	Teachers will participate in PLC meetings with instructional coaches and administrative staff	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required

	of the writing scores from 63.8% to 68% as defined by the On-Demand writing Demand writing assessment in 2022-23.
	om the
implement the MCSHS writing plan that provides for writing prompts across the core content areas with specific types of writing (argumentative, ondemand, etc.).	to analyze results of common assessments, identify struggling students, and plan for future instruction. Teachers will continue to
0.10.2022-0.19.2020	8/10/2022-5/10/2023
teachers, instructional coaches	Display and a principal and a
Notice Tedanted	Non

3: Achievement Gap

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 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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 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 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

											i				In 2022-23.	section from 40% to 25%	Assessment Reading	Kentucky Summative		9	⋽.	Objective 1: To reduce the Te	Objective
																		-	novice scores in Reading.	efforts in order to reduce	laser focused specific	Teachers will continue with	Strategy
interventions through the CERT exam room and will have time to	Students will be provided with individualized online	students.	interventions to assist those	students and provide Tier 2	Teachers will identify struggling	instruction.	students, and plan for future	assessments, identify struggling	to analyze results of common	coaches and administrative staff	meetings with instructional	Teachers will participate in PLC	in CERT.	educational resources provided	and teachers will use	each area throughout the year	practice CERT assessments in	Reading. Students will take 3	provide assessments in	program CERT which will	to work with the ACT online	All 9th-11th graders will continue	Activities
	8/10/2022-5/19/2023				8/10/2022-5/19/2023							8/10/2022-5/19/2023										8/10/2022-5/19/2023	Measure of Success
	Principal, assistant principals, teachers			teachers	Principal, assistant principals,						teachers, instructional coaches	Principal, assistant principals,									teachers	Principal, assistant principals,	Progress Monitoring
	None required				None required							None required									provided	GEAR UP	Funding

7	8
Time.	work on these modules in Titan

4: English Learner Progress

Goal 4 (State your English Learner goal.): To continue to reduce the percentage of Novice in all content areas for all English Language Learners. We currently do not have the number of ELL students to meet the threshold to receive a score via the Kentucky Accountability System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To continue to reduce the percentage of	Teachers will continue with laser focused specific	Objective 1: To continue to Teachers will continue with Teachers will participate in PLC reduce the percentage of Teachers will continue with Teachers will participate in PLC meetings with instructional	8/10/2022-5/19/2023	Principal, assistant principals, teachers, instructional coaches	None required
Novice in all content areas	efforts in order to reduce	coaches and administrative staff			
for all English Language	Novice scores in all	to analyze results of common			
Learners. We currently do	content areas.	assessments, identify struggling			
not have the number of		students, and plan for future			
ELL students to meet the		instruction.			
threshold to receive a		Teachers will identify struggling	8/10/2022-5/19/2023	8/10/2022-5/19/2023 Principal, assistant principals,	None required
score via the Kentucky		students and provide Tier 2		teachers	
Accountability System.		interventions to assist those			
		students.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To improve the quality of school climate and safety

Objective	Strategy	Activities	Measure of	Progress Monitoring	Funding
Objective 1: To improve the quality of school	Teachers and Administration will	Administration and teachers will practice school safety drills	8/10/2022-5/19/2023	Principal, assistant principals, teachers	None required
climate and safety goal	continue to ensure that	monthly and will continue to look			
from 61.6 to 68.	school safety is the	for areas to improve any area			
	number one priority for our	that is lacking.			
	school.	Administration and teachers will	8/10/2022-5/19/2023	Principal, assistant principals,	None required
		have open dialogue with		teachers	
		students regarding any issue			
		that they feel does not make			
		them feel safe while at school.			
	Teachers and	Administration and teachers will	8/10/2022-5/19/2023	Principal, assistant principals,	None required
	Administration will	have open dialogue with		teachers	
	continue to promote school	students regarding any issue			
	climate and make MCSHS	that they feel does not promote a			
	a place for the students,	positive school climate.			
	staff, and community to be	Administration will meet with the	8/10/2022-5/19/2023	Principal, assistant principals.	None required
	proud of in the education	school leadership team to come		teachers	
	process of our students.	up with ways to improve school			
		culture.			
		Administration will use social	8/10/2022-5/19/2023	Principal, assistant principals	None required
		media to promote school events,			
		accomplishments, and other			
		position bossessing at MOOLO			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): To improve the Postsecondary Readiness (academic and career) score from 79.4 to 85 by 2022-23.

Objective	Objective 1: To improve the Postsecondary Readiness (academic and career) score from 79.4 to 85 by 2022-23.	
Strategy	Students will be monitored on progress of their chosen career pathway.	Students will receive guidance regarding future
Activities	Course offerings will be aligned with CTE curriculum, End of Program assessment requirements and industry certification standards. School counselors will monitor selected courses taken by students during the scheduling process to ensure pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways. Freshman, Sophomores, and Juniors will continue to work with the online program CERT and take practice assessments to help them prepare for ACT assessments. Teachers will disaggregate data to continue to independent and practices.	Juniors will take the ACT in the winter, paid for by the board of
Measure of	8/10/2022-5/19/2023 8/10/2022-5/19/2023	8/10/2022-5/19/2023
Progress Monitoring	Principal, assistant principals, teachers, school counselors Principal, assistant principals, teachers, instructional coaches	Principal, assistant principals, teachers
Funding	None required Required	\$7,000

					force, or military options.	choices of college, work
Students will have opportunities to take college visits to campuses to expose them to trade technical, small/private/community college, and large 4-year colleges.	within content areas.	address achievement gaps	results. Staff will analyze data to	CERT and previous ACT	for their March ACT based on	education. Juniors will set goals
8/10/2022-5/19/2023						
/2023 Principal, assistant principals, teachers, school counselors						
\$3,000						

7: Graduation Rate (high school only)

Goal 7 (State your graduation	on goal.): To improve the grad	Goal 7 (State your graduation goal.): To improve the graduation rate goal from 98.3% to 99.0% by 2022-23.	1% by 2022-23.		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To improve	Targeted interventions	Identify at-risk students and	8/10/2022-5/19/2023	Principal, assistant principals,	None required
the graduation rate goal	for at-risk students in an	meet with those students on a		school counselors, drop-out	2. =
from 98.3% to 99.0% by	effort to monitor	regular basis to monitor progress		prevention coordinator, DPP	
2022-23.	attendance, grades, and	towards graduation.		8	
	progress towards	Students will be educated on	8/10/2022-5/19/2023	8/10/2022-5/19/2023 Principal, assistant principals,	None required
	graduation.	each pathway. They will receive		counselors, drop-out prevention	The control of the co
	Career pathway choice	information during the		coordinator, DPP	
EU EU	and guidance/monitoring	scheduling process as to which			
	with students to ensure	courses fulfill each pathway.			
	completion of pathways.	Students will be monitored on			
		progress toward completion of			
		nathway			

8: Other (Optional)

Objective 1	Strategy	Activities	Measure of Success	Progress Monitoring
,				
Objective 2				т

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

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

Components of Turnaround Leadership Development and Support:

achievement for underperforming subgroups? Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student

Respons

Identification of Critical Resources Inequities:

contribute to underperformance, and how identified resource inequities will be addressed 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

Response:

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

causes of underperformance. 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

Response:

Targeted Subgroups and Evidence-Based Interventions:

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

esponse

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

TSI/ATSI Evidence-based Practices

evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive resource available on KDE's Evidence-based Practices website. review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" 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 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 The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding

evidence. 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

		teaching strategies.	Evidence-based Activity
		Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	Evidence Citation
		X	Uploaded in eProve

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once 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 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 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 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 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:

The Arabin Transfer of the Control o
Concider Provide A Concider A Con
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:
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:

Evidence-based Practices

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 The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive resource available on KDE's Evidence-based Practices website. review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements"

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-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New	X
	ors, Table	

Comprehensive District Improvement Plan (CDIP)

Rationale

student growth and achievement. achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing

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 should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified 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. 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

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
- 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
- o Graduation Rate

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets

Objective Objective		Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.
Objective Strategy /	Describe your approach to systematically address	a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. 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. Six Siama, Shipley,
Activities		Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.
Measure of Success		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.
Progress Monitoring		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.
Funding		List the specific federal, state, or local funding source(s) used to support each improvement initiative.

							יני מפוופוט.	23 by measured on universal		Objective	Goal 1: Increase the average con
			Focused Leadership		Data				Curriculum	Strategy	nbined K-Prep scores for elemen
school Instructional Teams at each school meeting monthly	District classroom walkthroughs	Monthly District Instructional Meeting to include professional learning, data review and progress on goals.	Priority Planning for each school	Consistent data monitoring on school goals	New Universal Screener – i-Ready	Improved resources for guided reading and independent reading	School Instructional Teams at each school meeting monthly	Updated Google walkthrough documents	Summer Professional Learning Academy	Activities	Goal 1: Increase the average combined K-Prep scores for elementary, middle and high school students from 51% to 65% by 2024.
Team surveys	Progress on yearly goals, increase in walkthrough data towards best practices	Progress on yearly goals	Monthly data reviews, progress on yearly goals	Universal screener results	Universal screener results	Universal screener data, classroom data	Team surveys, universal screener data	Monthly reviews of walkthrough data	Staff surveys	Measure of Success	from 51% to 65% by 2024
District/School Instructional Team members	District Instructional Team members	District Instructional Team members	District C&I staff, Superintendent and principals	District C&I staff, coaches and principals, teachers	District C&I staff, coaches and principals	District C&I staff, coaches and principals	District C&I staff, coaches and principals	District Instructional Team members	District C&I staff, coaches and principals	Progress Monitoring	
None	None	None	None	None	Section 6, ESSER	Section 6, Title I, ESSER	None	None	District PD	Funding	

Updated May 2022

Goal 1: Increase the average combined K-Prep scores for elementary, middle and high school students from 51% to 65% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase math proficiency at all schools by 10% in 2022-23 by measured on universal screeners.	Curriculum and Assessment	Summer Professional Learning Academy	Staff surveys	District C&I staff, coaches and principals	District PD
		Updated Google walkthrough	Monthly reviews of	District Instructional Team members	None
		documents	walkthrough data		
		School Instructional Teams at each	Team surveys,	District C&I staff, coaches and	None
		school meeting monthly	universal screener data	principals	
	Data	New Universal Screener – i-Ready	Universal screener	District C&I staff, coaches and	Section 6, ESSER
			results	principals	20
		Consistent data monitoring on	Universal screener	District C&I staff, coaches and	None
		school goals	results	principals, teachers	
	Focused Leadership	Priority Planning for each school	Monthly data reviews,	District C&I staff, Superintendent and	None
			progress on yearly	principals	
		Monthly District Instructional	Drogross on toosly	District last still the	•
		Meeting to include professional	goals		
		learning, data review and progress			
		on goals.			
		District classroom walkthroughs	Progress on yearly goals, increase in	District Instructional Team members	None
			walkthrough data		

										Focused Leadership	-			Uata					Objective 1: Increase the Curriculum and Assessment average % of students scoring PD to 50% in all areas based on Kentucky Summative Assessment data in 2023.	Strategy	Kentucky Summative A	
			District classroom walkthroughs	on goals.	learning, data review and progress	Meeting to include professional	Monthly District Instructional			Priority Planning for each school	school goals	Consistent data monitoring on		New Universal Screener – i-Ready	school meeting monthly	School Instructional Teams at each	documents	Updated Google walkthrough	Summer Professional Learning Academy	Activities	ncy percentages in these areas to 60% b	
towards best practices	walkthrough data	goals, increase in	Progress on yearly			goals	Progress on yearly	goals	progress on yearly	Monthly data reviews,	results	Universal screener	results	Universal screener	universal screener data	Team surveys,	walkthrough data	Monthly reviews of	Staff surveys	Measure of Success	y 2025	
			District Instructional Team members				District Instructional Team members	8	principals	District C&I staff, Superintendent and	principals, teachers	District C&I staff, coaches and	principals	District C&I staff, coaches and	principals	District C&I staff, coaches and		District Instructional Team members	District C&I staff, coaches and principals	Progress Monitoring		
			None				None			None		None		Section 6, ESSER		None		None	District PD	Funding		

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective 1: Increase average combined reading and math proficiency for all gap students in Reading and Math to by 10% from spring of 2023. Data Data Objective 2: Have 75% of students with IEPs meet to be the contract of the contract o	Strategy Activities	Measure of Success	Progress Monitoring	Funding
	Curriculum and Assessment Summer Professional Learning Academy	Staff surveys	District C&I staff, coaches and principals	District PD
	Updated Google walkthrough	Monthly reviews of	District Instructional Team members	None
	documents	walkthrough data		
	School Instructional Teams at each		District C&I staff, coaches and	None
	school meeting monthly	universal screener data	principals	
	Data New Universal Screener – i-Ready	Universal screener	District C&I staff, coaches and	Section 6, ESSER
		results	principals	
	consistent data monitoring on	Universal screener	District C&I staff, coaches and	None
			אוווכואמוט, ובמכוובוט	
	Flority Flanning for each school	Monthly data reviews,	District C&I staff, Superintendent and	None
		progress on yearly	principals	
	Monthly District Instructional	Progress on yearly	District Instructional Team members	None
	Meeting to include professional	goals		
	learning, data review and progress			
	OI goalv.			
	District classroom walkthroughs	Progress on yearly	District Instructional Team members	None
		goals, increase in		
		towards best practices		
students with IEPs meet	Focused Leadership Monthly District Instructional	Progress on yearly	District Instructional Team members	None
condition the said Apply and the said apply apply and the said apply apply and the said apply a	Meeting to include professional	goals		
yearly growth and 40% meet	learning, data review and progress			
stretch growth.	on goals.			

Objective		
Strategy		
Activities	District classroom walkthroughs	·
Measure of Success	Progress on yearly goals, increase in walkthrough data towards best practices	
Progress Monitoring	District Instructional Team members	
Funding	None	

Goal 4 (State your English learn	er goal.): Have EL students score	Goal 4 (State your English learner goal.): Have EL students scored 60%+ PD and less than 10% Novice in all areas by 2025.	n all areas by 2025.		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increased PD percentages by 10% by spring	Curriculum and Assessment	Summer Professional Learning Academy	Staff surveys	District C&I staff, coaches and principals	District PD
of 2023 as measured by		Updated Google walkthrough	Monthly reviews of	District Instructional Team members	None
universal screeners.		documents	walkthrough data		
	Data	New Universal Screener – i-Ready	Universal screener	District C&I staff, coaches and	Section 6, ESSER
			results	principals	
		Consistent data monitoring on	Universal screener	District C&I staff, coaches and	None
		school goals	results	principals, teachers	
	Focused Leadership	Priority Planning for each school	Monthly data reviews,	District C&I staff, Superintendent and	None
			progress on yearly	principals	
			goals		
		Monthly District Instructional	Progress on yearly	District Instructional Team members	None
		Meeting to include professional	goals		
		learning, data review and progress			
		on goals.			
Objective 2: Decrease Novice	Curriculum and Assessment	Summer Professional Learning	Staff surveys	District C&I staff, coaches and	District PD
percentages by 10% by spring		Academy		principals	
of 2023 as measured by		Updated Google walkthrough	Monthly reviews of	District Instructional Team members	None
universal screeners.		documents	walkthrough data		
	Data	New Universal Screener – i-Ready	Universal screener	District C&I staff, coaches and	Section 6, ESSER
			results	principals	
		Consistent data monitoring on	Universal screener	District C&I staff, coaches and	None
		school goals	results	principals, teachers	
	Focused Leadership	Priority Planning for each school	Monthly data reviews,	District C&I staff, Superintendent and	None
			progress on yearly	principals	
			goals		
		Monthly District Instructional	Progress on yearly	District Instructional Team members	None
		Meeting to include professional	goals		
	183	learning, data review and progress			
		on goals.			

5: Quality of School Climate and Safety

Goal 5 (S	
State your cl	
imate and sa	
afety goal.): t	
o increase Q	
uality of Sch	
Goal 5 (State your climate and safety goal.): to increase Quality of School Climate and Safety scores by 20% for all school	
nd Safety sco	
ores by 20% t	
or all school	
s by 2025.	

Goal 5 (State your climate and s	afety goal.): to increase Quality	Goal 5 (State your climate and safety goal.): to increase Quality of School Climate and Safety scores by 20% for all schools by 2025	20% for all schools by 202	·5.	
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Implement a	Fidelity checks	District checks	Decrease in ODRs,	Surveys, monthly PBIS data, reward	None
fully-functioning PBIS system		State checks with KDE	counselor referrals,	data, fidelity check scoring	
at all schools by 2024.	PBIS committee	School monthly meetings	increase in		
		District monthly meetings	staff/student/parent		
	Professional Learning	School level trainings	positive responses		
	1	District training			
Objective 2: Implement a	Fidelity checks	District checks	Positive RTI trend lines,	RTI data, universal screener data,	none
robust system of tiered		State checks with KDE	decrease in novice	monthly PBIS data	
supports and interventions at	Students Needs teams	School monthly meetings	scores, decrease in		
all schools by 2024.		District monthly meetings	ODRs		
	Professional Learning	School level trainings			
		District training			

	from 79.4 to 85 by 2022-23.	Postsecondary Readiness	Objective	Goal 5 (State your transition re
guidance regarding future	career pathway. Students will receive	on progress of their chosen	Strategy	eadiness goal.): Improve our tran
uniors will take the ACT in the winter, paid for by the board of education. Juniors will set goals for	Program assessment requirements and industry certification standards. School counselors will monitor selected courses taken by students during the scheduling process to ensure pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways. Freshman, Sophomores, and Juniors will continue to work with the online program CERT and take practice assessments to help them prepare for ACT assessments. Teachers will disaggregate data to continue to guide instructional practices. Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within daily instruction.	Course offerings will be aligned with CTE curriculum, End of	Activities	Goal 5 (State your transition readiness goal.): Improve our transition readiness score from 80 in 2020 to 90 by 2024.
8/10/2022-5/19/2023		8/10/2022-5/19/2023	Measure of Success	to 90 by 2024.
Principal, assistant principals, teachers	Principal, assistant principals, teachers, instructional coaches	Principal, assistant principals, teachers, school counselors	Progress Monitoring	
\$7,000	GEAR UP provided	None required	Funding	

choices of college, work force, or military options. Strategy Students will have opportunities to take college visits to campuses to their March ACT based on CERT and and large 4-year colleges. small/private/community college, expose them to trade technical, achievement gaps within content analyze data to address previous ACT results. Staff will Activities 8/10/2022-5/19/2023 Measure of Success Principal, assistant principals, teachers, | \$3,000 school counselors **Progress Monitoring** Updated May 2022 Funding

7: Graduation Rate

							98.3% to 99.0% by 2022-23.	Braduation rate goal from	objective 1: 10 improve the	Objective	and a coai / (State your Bladuation Br	Goal 7 (State value graduation a
	completion of pathways.	students to ensure	guidance/monitoring with	Career pathway choice and	towards graduation.	grades, and progress	to monitor attendance,	at-risk students in an effort	Targeted interventions for	Strategy	oal.): To Improve the graduation) T :
monitored on progress toward completion of pathway.	each pathway. Students will be	process as to which courses fulfill	information during the scheduling	pathway. They will receive	Students will be educated on each	graduation.	basis to monitor progress towards	with those students on a regular	Identify at-risk students and meet	Activities	Soal / (State your graduation goal.): To improve the graduation rate goal from 98.3% to 99.0% by 2022-23.	
					8/10/2022-5/19/2023				8/10/2022-5/19/2023	Measure of Success	2-23.	
		The annual contrate of the con	coordinator, DPP	counselors, drop-out prevention	Principal, assistant principals,	8	coordinator, DPP	counselors, drop-out prevention	Principal, assistant principals, school	Progress Monitoring		
					None required				None required	Funding		

8: Other (Optional)

Goal 8 (State your other goal.):	val.):	
Objective	Strategy Activities Measure of Success Progress Monitoring Funding	
Objective 1	•	
Objective		
Objective v		

Goal 8 (State your other goal.): Objective Strategy Activities Measure of Success Progress Monitoring Updated May 2022 Funding

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

5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)). Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR

Monitoring and Support

process for local board review and approval. Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the

Response: We had each of the principals present their plans for addressing their TSI status to the school board during our December 2022 meeting. We also had each of the principals build a are progressing on these goals as well. plans, as well as coordinate these discussions with our monthly instructional meetings and the data that is reviewed there. The school board will be given monthly progress reports on how school response plan in conjunction with an advocate from KDE and that plan included short and long-term goals/strategies. We will plan to meet monthly to address progress and adjustments to these

	3	