



INDEPENDENT
SCHOOLS

Established 1888

Consolidated Improvement Planning

MEECE MIDDLE SCHOOL

Phase One: Continuous Improvement Diagnostic for Schools

Phase One: Executive Summary for Schools

Phase One: School Safety Report

Phase Two: The Needs Assessment for Schools

Phase Two: School Assurances

Phase Three: Comprehensive School Improvement Plan

Phase Four: Professional Development Plan for Schools

Phase Four: Progress Monitoring

The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This includes a thorough analysis of the social, economic, and cultural factors that may influence the success or failure of the intervention. It is essential to engage with the community from the outset, ensuring that their voices are heard and their needs are addressed. This participatory approach not only fosters a sense of ownership and commitment among the community members but also allows for the identification of potential challenges and the development of strategies to overcome them.

The second part of the paper explores the role of leadership in driving change. Effective leaders are those who are able to inspire and motivate others, to set a clear vision, and to take decisive action. They are also skilled in building strong relationships and in fostering a culture of collaboration and innovation. Leadership is not a static role; it evolves over time and is shaped by the needs and circumstances of the community. Therefore, it is important to invest in leadership development and to provide ongoing support and training for leaders at all levels.

The third part of the paper examines the importance of monitoring and evaluation in assessing the impact of the intervention. This involves the collection and analysis of data to measure progress, identify areas for improvement, and demonstrate the value of the project. Monitoring and evaluation should be an integral part of the project cycle, from the initial planning stage to the final evaluation. It should be conducted in a transparent and accountable manner, involving the community and other stakeholders in the process. The findings of the evaluation should be used to inform decision-making and to guide the future development of the project.

In conclusion, the paper emphasizes the need for a holistic and sustainable approach to development. This requires a commitment to understanding the local context, to engaging the community, to investing in leadership, and to monitoring and evaluating the impact of the intervention. Only through such a comprehensive and collaborative effort can we hope to achieve lasting and meaningful change.



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09142022_14:34

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
David Miller 9-14-22



2022-23 Phase One: Executive Summary for Schools_09142022_13:52

2022-23 Phase One: Executive Summary for Schools

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Meece Middle School actively serves approximately 460 students in fifth through eighth grades. We are a small independent school district located in Southeastern Kentucky in the city of Somerset. We are located near beautiful Lake Cumberland. Our student population is ethnically and economically diverse. In the last few years, we have faced many difficult challenges surrounding the pandemic. Students have also struggled with academics and mental health. However, our students, parents, guardians and our staff have worked extremely hard to help regain a sense of normalcy. We have approximately 69% of our students that would qualify for free/ reduced lunch. We have 60 faculty/ staff members that are devoted to helping the students of Meece Middle School become successful citizens in our communities by going above and beyond to ensure our students receive a quality education experience each and every single day.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Meece Middle School is to work in partnership with the parents/ guardians and the community to enable all of our students to reach their highest level of academic performance. In addition, we strongly encourage the development of creativity, independent thinking, physical well-being, social skills and self-worth in a caring environment where learning is valued by all.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

For the past couple of years, it has been very challenging due to the on-going pandemic; however, Meece Middle School has previously (before the pandemic) been recognized as a high performing school by the Kentucky Department of Education with a Distinguished 4 Star rating. We have since the pandemic implemented one-to-one technology that provides additional resources for enriching our students education.

The areas of improvement that our school is striving to accomplish is learning gaps that have been caused by the pandemic. Over the past couple of years, our students have struggled physically, emotionally, mentally and academically which have resulted in learning gaps. Our school is working diligently to identify these gaps in our students and implement strategies to improve them. We believe not only in educating our students in the basic content areas, but we also strive to educate our students on how to be productive citizens in the community they serve. We seek to develop our students academically, emotionally, and physically.

Besides striving to improve in all content areas, we have a devoted focus on making improvement in our math and reading scores in all grades by making math a priority along with establishing intervention strategies in every classroom to help all student achieve proficiency. Our school is focused on working with students in Tier 2 and Tier 3 Response to Interventions to help build confidence and academic growth that has been lost over the past few years. We are giving more attention to differentiation of instructions and we practice giving specific feedback to our students so that they specifically understand what the teacher wants them to focus on in their education.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

At the current time our school has been identified as a TSI school for subgroup (Students with learning disabilities). When dealing with this sub group of student many factors come into play which have an affect on their education, their disability, their home life, attendance, lose of structure during the pandemic and parental support as well as other factors beyond the reach of the school. With that being said as a school we have been focusing on emotional support, in classrooms through programs such as Every Monday Matters and in our PLVS classroom. As a school we are working to improve attendance, helping students learn to cope with everyday problems while trying to obtain an education.

The school has recently received training in the area of TSI and during this training we have completed the Jim Shipley and Associates System check level 2.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are intentional and committed to establishing and maintaining a positive learning climate/ culture throughout the school. Our staff actively builds meaningful and positive relationships with our students, parents and community stakeholders. There are several reasons for our academic success, but one of the main reasons is

that we require students to take ownership of their own learning. We believe students should be vested in their own personal learning which is achieved by helping our students review, analyze and set realistic academic/ personal goals. Then those goals are reviewed and discussed with students throughout the school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09142022_14:36

2022-23 Phase One: School Safety Report

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

yes; 7/29/2022

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

yes; 8/9/2022

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools_10272022_17:53

2022-23 Phase Two: The Needs Assessment for Schools

Meece Middle School
Donnie Combs
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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Somerset Independent Schools requires all teachers & administrators to meet and review and analyze state assessment scores yearly (usually the first Monday in November). During those meetings, the teachers and administrators are divided up into specific content areas to review & discuss those content areas.

First, the groups will look at the school CSIP from last year to determine if those targeted goals were achieved or not. If those goals were not achieved, then there will be a discussion on why those goals were not achieved and what hindered them from achieving those goals. There will be a determination if those goals need to be redefined and added to the current CSIP. They will also discuss additional adjustments in their curriculum, instructional practices, etc. that need to be made moving forward. The district also has a district curriculum mapping day set into each instructional calendar... teacher have time to look over their curriculum maps and make adjustments as needed.

Secondly, each of the content areas groups will analyze the state assessment data to determine if there are any additional areas of concern that needs to be address in the current CSIP. If there are additional areas discovered, then they will develop strategies for addressing those areas of concern.

Thirdly, if the target goals on the previous year's CSIP were made, then the groups will discuss what instructional practices and strategies helped achieve those results.

Fourth, the different groups will then come together in the afterward and share their findings with the rest of the faculty & staff. They will discuss instructional practices that they deemed effective and ineffective.

Throughout the school year, teacher are required to have monthly PLC meetings where the content teachers meet together to review monthly proficiency assessments and MAP assessments (that are given three times a year). In reviewing these assessments, the teacher analyze them to determine student growth and to discover the percentage of students that score in all performance levels. They discuss among themselves what high yield strategies were used to engage students during the instruction prior to those assessments and what results did those strategies provide. In addition, they identify standards or concepts that caused the biggest problem for the students on that assessment. Afterwards, they discuss and share ideas, strategies and interventions they can use to reteach the content (if needed).

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Proficiency Goal: By 2022 our school will increase the combined (reading & math) percentage of proficient/ distinguished student to 47.8%.

Objective - By 2021-2022 increase reading to 54.2 and math to 41.3

- We fell a little short of our combined percentage of reading & math of 47.8%. Our combined reading & math percentage of students scoring proficient/ distinguished was 43.5% which is 4.3% below our targeted goal.
- In reading we had a combined proficient/ distinguished score of 48% (51% in 5th, 38% in 6th, 49% in 7th and 46% in 8th grade)
- In math we had a combine proficient/ distinguished score of 39% (36% in 5th, 42% in 6th, 35% in 7th and 46% in 8th grade)
- In reading we missed the targeted goal of 54.2 by 6.2
- In math we missed the targeted goal of 41.3 by 2.3
- We did see some small improvements, but we obviously have work to do to improve academics in both reading and math.

Separate Academic Indicator Goal: By 2022, our school will increase social studies score to 56.1; science 38.5 and writing to 43.2

Objective - By 2021-2022 increase scores to 56.1 in social studies, 38.5 in science and 43.2 in writing.

- In social studies (5th and 8th grades) - we fell considerably short of the goal of 56.1 by scoring average proficient/ distinguished score of 40.5% which is 15.6% below the targeted goal.
- In science (7th grade) - we also fell considerably short of the goal of 38.5 by scoring average proficient/ distinguished score of 22% which is 16.5% below the targeted goal.
- In writing (5th and 8th grades) we fell short of the goal of 43.2 by scoring average proficient/ distinguished score of 34% which is 9.2% below the targeted goal.
- There has been a shift in the state assessment in science and social studies over the past few years and that definitely effected our ability to achieve our targeted goal. We now know what is expected and how to achieve those positive growths. We will develop a more systematic approach to achieving more desirable growth in social studies, science and writing.

Achievement Gap Goal: By 2022, reduce the achievement gap in combined reading and math proficiency rates for students with disabilities (IEP) and Hispanic students compared to all students.

Objective 1 - by 2021-2022 increase the score of the subgroup "students with Disabilities (IEP)" compared to all students.

- The state does not have specific accountability scores for the subgroup of "students with disabilities (IEP)" for the 2020-2021 school year. The data for the 2021-2022 school year shows that MMS had a 12% proficient/ distinguished percentage average in reading compare to the 48% proficient/ distinguished percentage average for all students. The difference between all students and just students with IEPs in reading is 36%.
- The data for the 2021-2022 school year shows MMS had a 12% proficient/ distinguished percentage average in math compare to the 39% proficient/ distinguished percentage average for all students. The difference between all student and just students with IEPs in math is 27%.
- We was not successful in increase the percentage of students with IEPs scoring proficient/ distinguished in either reading or math.
- We will have to revisit our strategies for our instructional practices with students with IEPs on the 2022-2023 CSIP.

Objective 2 - by 2021-2022 increase the score of the subgroup "Hispanic speaking students" compared to all students.

- The state does not have specific accountability scores for the subgroup of "Hispanic speaking students" for the 2020-2021 school year. The data for the 2021-2022 school year shows that MMS data for Hispanic speaking students

was suppressed because PL Count <3 for both reading and math. There is no true way of comparing the data between the two school years to see if we have closed the achievement gap in this subgroup.

Growth Goal: By 2022, increase the average combined reading and math growth to 52.8.

Objective - By 2021-2022 increase scores to 45.3 in math and 60.3 in reading.

- Under the new state assessment (KSA), we are no longer assessing the growth component; therefore, there is no way to determine if this particular goal/objective was achieved. We do however that MAP assessment data from the school year that shows overall there was some growth in both reading and math.

Safe and Enriched Environment Goal: Provide a safe and enriching environment for student learning.

Objective - Provide a safe and enriching environment for student learning by reducing barriers to learning.

- We had 9 activities listed under goal/ objective and we have successfully increased a sense of safety and enriching learning environment for our students as indicated in the state assessment of Quality of School Climate and Safety Survey the students took as part of the state assessment. The indicator scores for MMS was an overall score of 69.6 compared to the state average for middle school of 65.9.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends are hard to analyze due to the recent pandemic (we did not take the state assessment in 2019-2020), then in 2020-2021 the state assessment was given, but there was no accountability and it was taken online for the first time. We actually received accountable data in the 2021-2022 school year, but we have no data from the previous two years to compare the data to.

The behavioral issues for the 2021-2022 school year was significantly from the previous two years of data. In 2019-2020 school year, we had a total of 381 office referrals for the school year, then in 2020-2021, the number of office referral decreased to 224 total referrals. However, in 2021-2022 school year, the number of behaviors have increased to 536 office referrals (that 312 more office referral compared to the previous school year). That is an increase 41.79%. We attribute

the increase of behaviors to the pandemic. The students were in and out of school for the previous two school years (with sicknesses), then upon returning the school for the 2020-2021 school year, many of the students were not adjusted to structure and routines of the school setting which resulted in an increase of behaviors.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The current condition of the school is an overall accountability color rating of yellow based upon the Kentucky Summative Assessment. In the state assessment for reading and mathematics we have an indicator score of 61.3 which is a medium indicator. We only missed the high indicator in reading & math by 3.7.

In the state assessment results in science/ social studies and writing we have an indicator score of 55.4 which is also a medium indicator. We only missed the high indicator by 3.6.

In the quality of school climate and safety, we scored a high indicator with an index of 69.6. We were only 5.4 points from being in the very high indicator range for school climate and safety.

We are strive academically in a positive direction this current school year. The data is based upon the MAP assessment - test A (fall assessment). In Math, the current 6th graders score combined percentage of 43.48% proficient/ distinguished. This is compared to a 41.53% when they took the same assessment in 5th grade (increase of 1.95%). The current 7th graders have a combined percentage score of 33.33% proficient/ distinguished compared to the same assessment in 6th grade which was 29.90% (increase of 3.43%). The current 8th graders have a combined percentage score of 27.43% proficient/ distinguished compared to the same assessment in 7th grade which was only 22.02% (increased by 5.41%).

Reading - the current 6th grades have proficient/ distinguished percentage of 65.52% compared to the same assessment in 5th grade which was 62.93% (increase of 2.59%). The current 7th graders have a proficient/ distinguished percentage of

50.48% compared to the same assessment in 6th grade which was 43.30% (increase of 7.18%). The current 8th graders have a proficient/ distinguished percentage of 37.72% compared to the same assessment in 7th grade where they scored a 44.04% (decrease of 6.32%).

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Meece Middle School greatest focus area of concern remains helping our students overall catch-up academically from the past few years of learning during which time we struggled through the pandemic and fears caused by the pandemic. We are also struggling with behaviors because the students are not use to the structure and expectations of the school after being in and out of school for the past couple of years so much. The number of office referrals have increased 41.79% over the previous year. The number of office referrals for misbehaviors this current school year is 136 (1/3 of the school year complete). When comparing that number to the 2021-2022 school year, we have decreased in the amount of office referrals about roughly 30%, but the number is still quite high.

Another priority is the student sub-group of students with disability (IEP). We are now labeled as a TSI school from the state because of the low percentage of students scoring proficient/ distinguished in this group. According to the KSA data from the spring assessment, we only have 12% of our students with IEPs scoring proficient/ distinguished in reading and math.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

According the KSA, the students responded positively in regards to the quality of school climate and safety with an overall indicator of 69.6 which is label high according to state numbers. This indicators that overall, our students feel safe and supported which can be used to build stronger teacher-student relationships which will ultimately increase the amount of learning that takes place. According to the

MAP assessment data for this current school year, we are treading upward across the grade levels in math with a growth of 3.60%. In reading we are also seeing an upward growth, but at a smaller rate of 1.15%.

The school are currently offering reading and math tutoring that has already began and will continue for the remained of the school year.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

As a school, our top priority is student achievement; therefore, we will focus on the identified areas that were identified above and develop a plan to address them.

That will included identifying specific learning styles and adjusting our instructional practices to meet individual learning preferences. We will also continue to focus on effective learning practices and appropriate interventions for all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: School Assurances_10272022_17:52

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

● N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_11172022_15:57

2022-23 Phase Three: Comprehensive School Improvement Plan

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

We used the Key Elements of the Teaching and Learning Environment on our school district's assessment day to determine our areas of need. We then met in a school's staff meeting to review our updated CSIP to determine if our objectives and strategies will need to be modified or if additional strategies will need to be added.

We updated a few strategies, but mostly the strategies will be maintained.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

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

[KCWP 3: Design and Deliver Assessment Literacy](#)

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

[KCWP 5: Design, Align and Deliver Support](#)

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress

- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Meece Middle School's 2022-2023 CSIP		
 School Key Elements		

School Improvement Plan

Meece Middle School

2023



Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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 Math

Goal 1: By 2025, our school will increase the indicator score for reading to 69 and the indicator score for math to 60.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, increase percentage of students scoring proficient and distinguished to 50 in reading and 41 in math.	Curriculum KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Continue the implementation of school-wide use of supplemental resources in-school and during after school tutoring to help close the learning gap in reading and math.	Increased KSA Scores		12,000 ESS Title V
		Schedule and monitor vertical content meetings with HES and SHS.	Increased Curriculum Alignment		0
		Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.	Increased KSA Scores		1,000 Title V
		Ensure the daily content learning target in each class is communicated and understood by all students. (I can statement is written down daily in online agenda book and goal setting discussions during the school year)	Increased KSA Scores		0
		Continue classroom activities and lessons based on student engagement strategies (i.e Thoughtful Education/KAGAN, Google classroom, computer based, hands-on, and/or small groups, instead of lecturing).	Increased KSA Scores		0
		Investigate updated resources for math.	Increased KSA Scores		ESSER Textbook
	Assessment KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Offer literacy night for students and their families (during Book Fair Week).			Gear Up
		Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.	Increased KSA Scores		0
		Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP, STAR Reading and monthly proficiency assessments).	Increased KSA Scores		Title V
		Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs. (Turn in assessments for standards congruency checks as needed).	Increased KSA Scores		0
		Implement technology for collection of student data in Proficiency Measures and other formative assessments (Grade Cam, Google classroom, Go Guardian, computer lab, etc).	Increased KSA Scores		1,000 Title V KETS
		Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for reading and math, and other meaningful writing pieces throughout the year in all classes.)	Increased KSA Scores		0
	Professional Development KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Include language mechanics items on English Language Arts Proficiency Measures and other classroom assessments.	Increased KSA Scores		0
		Provide on-going technology professional development for staff.	Increased technology skills		1,000 PD
		Provide on-going professional development for middle school best practices (Thoughtful Education, student engagement, differentiation classroom management, curriculum alignment, novice reduction strategies).	Increased student involvement in class		1,000 PD Title II

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

Goal 2: By 2025, our school will increase content index scores- social studies score to 64; Science to 47 and writing to 62.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, increase percentage of students scoring proficient and distinguished to 45 in social studies, 27 in science and 39 in writing.	Curriculum KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Continue the implementation of school-wide use of supplemental resources in-school to help close the learning gap in social studies and science.	Increased KSA Scores		12,000 ESS Title V
		Schedule and monitor vertical content meetings with HES and SHS.	Increased Curriculum Alignment		0
		Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.	Increased KSA Scores		1,000 Title V
		Ensure the daily content learning target in each class is communicated and understood by all students (I can statement is written down daily in the online agenda book goal setting discussions during the school year)	Increased KSA Scores		0
		Continue classroom activities and lessons based on student engagement strategies, for example Thoughtful Education/KAGAN, Google classroom, hands-on, and/or small groups, instead of lecturing.	Increased KSA Scores		0
		Have a STEM (Science, Technology, Engineering and Math) night for students and families.	Increased KSA Scores		Gear-Up
		Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.	Increased KSA Scores		0
		Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP and monthly proficiency assessments).	Increased KSA Scores		Title V
		Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs. (Turn in assessments for standards congruency checks as needed).	Increased KSA Scores		0
		Implement technology for collection of student data in Proficiency Measures and other formative assessments (Grade Cam, Google classrooms, Go Guardian, computer lab, etc.).	Increased KSA Scores		1,000 Title V KETS
	Assessment KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for science, social studies and other meaningful writing pieces throughout the year in all classes.)	Increased KSA Scores		0
		Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage-based prompts) in English Language Arts classes.	Increased KSA Scores		0
		Provide on-going technology professional development for staff.	Increased technology skills		1,000 PD
		Provide on-going professional development for middle school best practices (Thoughtful Education, student engagement, differentiation classroom management, curriculum alignment, novice reduction strategies).	Increased student involvement in class		1,000 PD Title II
	Professional Development KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment				

3: Achievement Gap

Goal 3: By 2025, reduce the achievement Gap in reading and math proficiency rates for students with disabilities (IEP) compared to all students.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023 reduce the percentage of students from the subgroup “students with Disabilities (IEP)” scoring Novice to 52 in reading and 52 in math.	Student Support KCWP 5: Design, Align and Deliver Support	Using data from various formative assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.	Increased KSA scores		0
		Utilize our PLC protocol to analyze student performance and to share strategies and monitor feedback to help reduce any learning gaps identified.	Increased KSA scores		
		Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient (reduce novice) and to reduce any learning gaps identified.	Decreased Novice in Special Education		1,000 Section 6 ESS
		Restructure PLC teams so that Special education teachers will start meeting with content area teachers during PLC (Professional Learning Communities) on a monthly basis to share instructional strategies/ activities with other teachers.	Decreased Novice in Special Education		0
		Train all teachers on High Leverage Practices in Special Education.	Decreased Novice in Special Education		0

4: English Language Learners

Goal 4: By 2025, increase the English Language scores of identified EL students.				
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: By 2023 increase the score of students on the ACCESS test.	KCWP 5: Design, Align and Deliver Support	Utilizing our Migrant staff to implement interventions and strategies to focus on improving the students reading comprehension and skills.	Best practice strategies implemented in class	Migrant (with PC)
		Train teachers in best practice strategies to increase academic performance in all ESL students.	Best practice strategies implemented in class	0
		Utilize our PLC protocol to analyze student performance and to share strategies and monitor feedback to help reduce any learning gaps identified.	Increased use of best practices observed in classes	0
		Provide ESL staff for small group instruction of English.	Increased ACCESS scores.	Title IV ESSER

5: Quality of School Climate and Safety

Goal 6: Provide a safe and enriching environment for student learning.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Provide a safe and enriching environment for student learning by reducing barriers to learning.	Student Support KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Continue developing the mentoring program for students identified as being at-risk and those who have barriers to effective learning.	Increased KSA scores		0
		Continue to implement a school-wide incentive program that rewards students who maintain or increase academic achievement, attendance and/or good behavior.	Increased Achievement Increased Attendance		500 SBDM
		Continue monthly character salute program to recognize students and staff members for the character attribute of the month.	Increased Positive Behavior		175 SBDM
		Continue to focus staff and students on MMS expectation to provide a safe/engaging classroom and school environment.	Increased Positive Behavior		0
		Continue to provide expected teacher supervision of students during non-instructional time-periods: to and from exploratory classes, to and from lunch, between classes, recess or outside breaks, morning duty and evening student release.	Increased Positive Behavior		0
		Provide monthly guidance lessons for each grade, focused on respect and other positive character traits.	Increased Positive Behavior		0
		Continue parent/teacher communication and parent involvement in various aspects of school through grade level/classroom and school newsletters, teacher and school webpages, updated grades in Infinite Campus Portal, open house, parent-teacher conferences and One-Call system.	Increased Involvement		600 District Section 6
		Support and utilize Family Resource/Youth Service Center resources.	Increased Involvement		FRYSC
		Monitor to ensure effective learning is occurring throughout the school.	Maintain a safe and effective learning environment for all students.		0

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: Meece Middle School's leadership team consisting of Dr. Donnie Combs (Principal), Ms. Andrea Keeney (School Counselor), Ms. Robin Crawford (Curriculum Coach), Ms. Karen Coldiron (Special Education Teacher), Ms. Becki Hays (Director of Special Education Somerset Independent Schools), and Ms. Cindy Ham () attended the Jim Shipley & Associates School Improvement Planning for Performance Excellence provided by the Kentucky Department of Education. During this training the leadership team completed the Jim Shipley & Associates System Check Level 2 and Level 3.
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: Meece Middle School's leadership team has reviewed the allocation and use of resources for people, time, and money. During this review the leadership team did not find any significant inequities in these areas. We do know that there is inequities in home life and attendance of students who are identified as having a learning disability however, these are not circumstances in direct control of the school.
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: Meece Middle School's leadership team reviewed school data on sub groups from previous school year looking for relationships within the data. The main discrepancy in the data was with the current 7th and 8th grade students. Data was reviewed farther to find correlations in scores and identify students whose scores were boarder line to moving to the next level. Data was also reviewed with students before their MAP assessment and students were relayed information on their scores and how close their scores were to moving them to the next level. Student survey data was also reviewed and this review did not lead to any insight on sub group (Students with learning disabilities).
Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Non-academic data that will be addressed are:

- Student attendance. At the current time Meece does attendance rewards with the students to try and foster better attendance.
- Emotional support: Kindness week, emotional relevant activities within classroom (Bell Ringers, activities in PLVS class)
- Community relation activities: Literacy Night, STEM night, Jump Start, Winter Festival

Academic data:

- Monitoring curriculum maps
- Monitoring subject standards (Mid-Year standards check.)

See TIS/ATSI Evidence-based Practice Chart

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

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Jim Shipley & Associates School Improvement Planning for Performance Excellence	Jim Shipley & Associates Systems Check Level 2 (Provided by Kentucky Department of Education)	☐
Train all teachers in High Leverage Practices in Special Education.	Council for Exceptional Children (2017) CEEDAR Center	☐
MAP assessment and goal setting for all students	NWEA (2022, December 6)	☐
		☐
Special Education classes using the Lexia Core 5 Reading program	Baron, L.S., Hogan, T.P., Schechter, R.L., Hook, P.E., & Brooke, E.C. (2019). Can educational technology effectively differentiate instruction for reader profiles? <i>Reading and Writing</i>, 32, 2327-2352	☐
Special Education classes as well as RTI classes and regular education classes using the Reading Plus program.	Reading Plus. (2008). <i>Reading improvement report: Miami-Dade regions II and III</i>. Huntington Station, NY: Taylor Associates/Communications, Inc.	☐

