

Menifee Central

Comprehensive School Improvement Plan (CSIP)

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Reading
- Math

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

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

- Professional Development to support the growth of teachers in academic areas
- Process for curriculum delivery and assessments
- Student engagement through participation, engagement, learning opportunities, conferences, and student voice

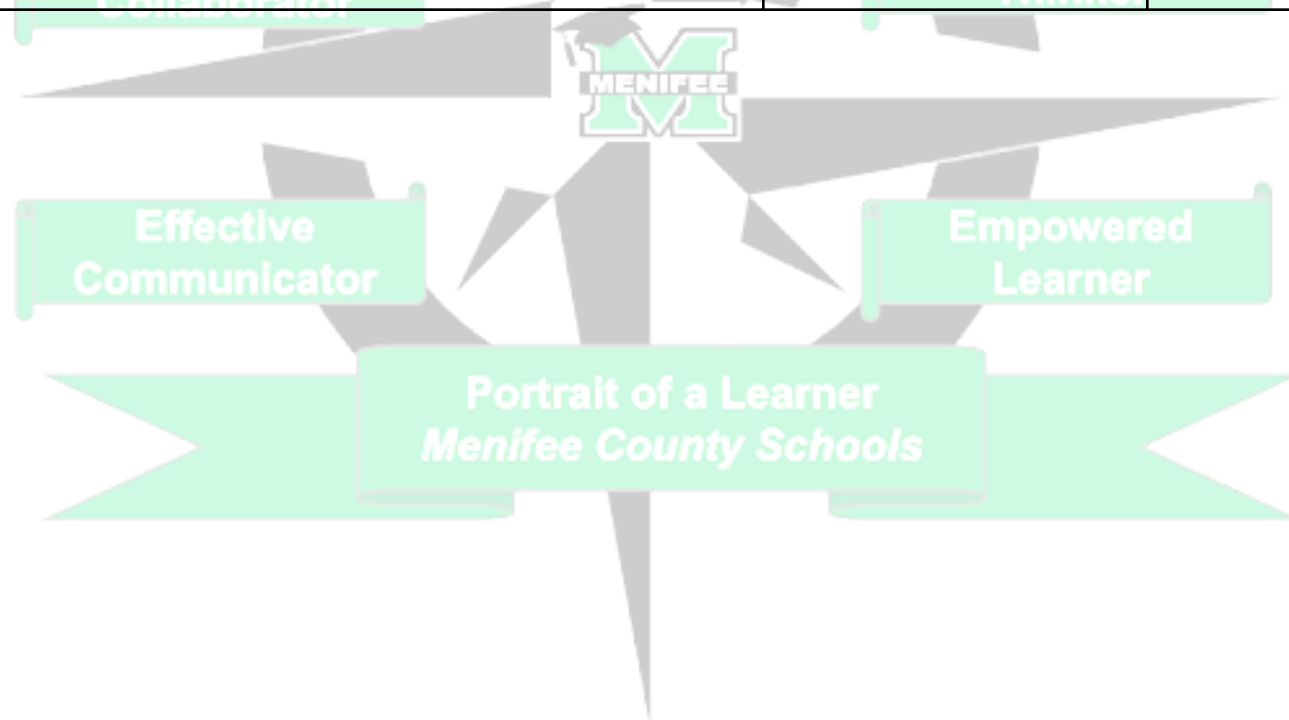
Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics 3-5	Low	Increase
State Assessment Results in science, social studies and writing 3-5	Low	Declined
English Learner Progress	N/A	N/A
Quality of School Climate and Safety 3-5	Medium	Maintained
Postsecondary Readiness (high schools and districts only)	N/A	N/A

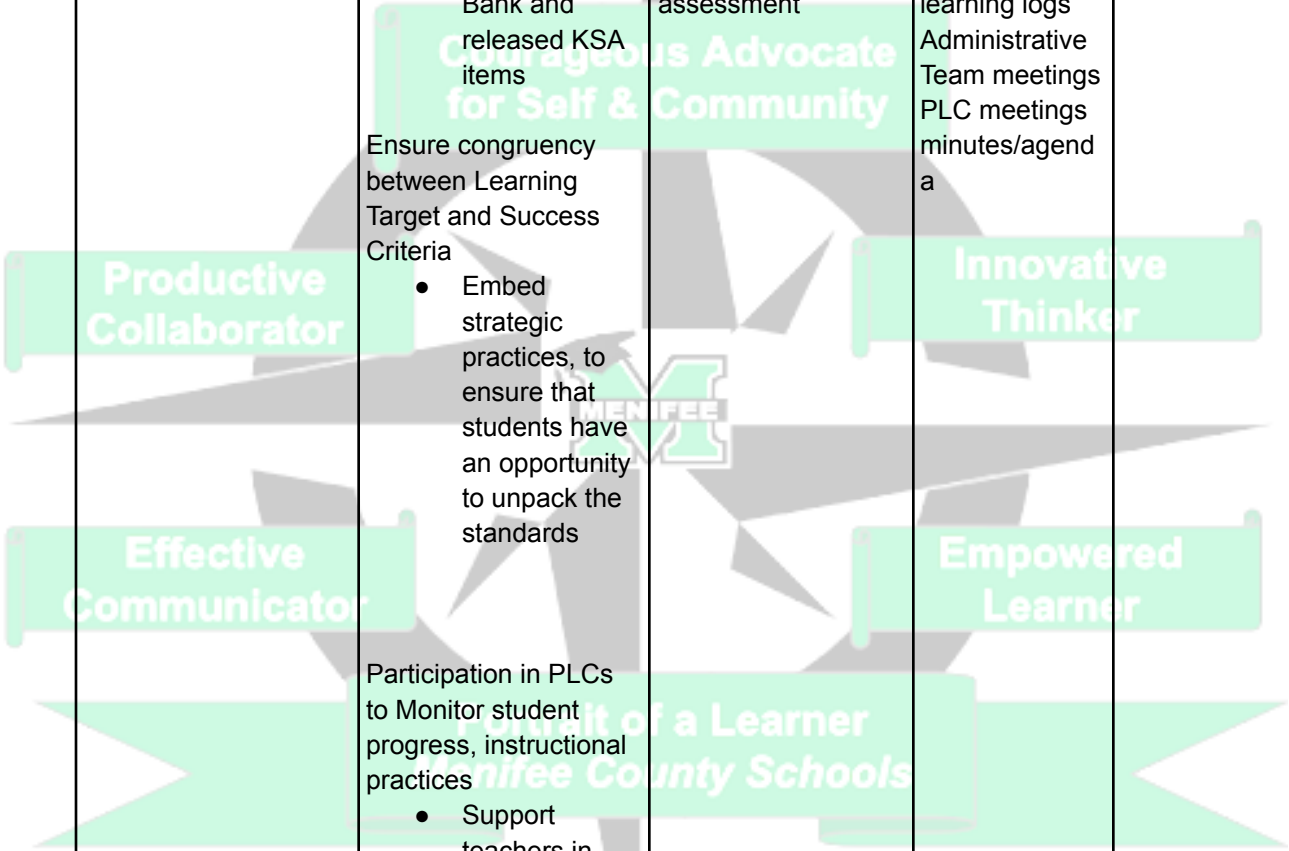
Graduation Rate (high schools and districts only)	N/A	N/A
---	-----	-----

Indicator	Status	Change
State Assessment Results in reading and mathematics 6-8	Low	Increased
State Assessment Results in science, social studies and writing 6-8	Low	Significant Increased
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	High	Increased Significantly
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A



		<p>to unpack the standards</p> <p>Participation in PLCs to Monitor student progress, instructional practices</p> <p>Implement student-led data conferences and goal setting through data notebooks in reading</p> <ul style="list-style-type: none"> • Include formative, summative, and benchmark assessment progress • Students complete a reflective practice on learning • Student conferencing 			
<p>Objective 2 Math Elementary Math Improve the proficiency rate from 25% to 50% P/D.</p>	<p>KCWP: 1 KCWP 2 KCWP 6</p>	<p>Implement New Math HQIR</p> <ul style="list-style-type: none"> • Eureka Squared K-7 • Utilize HQIR Scope/Pacing: 	<p>Increase in iReady Tier I population in grades K-8 to 50% in math by the 3rd round</p>	<p>Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect</p>	<p>SBDM KYCL Grant Funds MAF Grant</p>

<p>Middle School Math improve the proficiency rate from 27% to 50% P/D. KSA27%</p>		<p>Fluency, Launch, Learn & Land</p> <ul style="list-style-type: none"> Utilize Mastery Connect Data Bank and released KSA items <p>Ensure congruency between Learning Target and Success Criteria</p> <ul style="list-style-type: none"> Embed strategic practices, to ensure that students have an opportunity to unpack the standards <p>Participation in PLCs to Monitor student progress, instructional practices</p> <ul style="list-style-type: none"> Support teachers in completing the Lesson Plan internalization protocol 	<p>Increase projected proficiency in math on the Mastery Connect Benchmark to 50% by the final assessment</p>	<p>Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings minutes/agenda</p>	
---	--	--	---	---	--



		<p>Implement student-led data conferences and goal setting through data notebooks in math</p> <ul style="list-style-type: none"> • Include formative, summative and benchmark assessment progress • Students complete a reflective practice on learning • Student conferencing 			
--	--	---	--	--	--

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

Goal 2: By 2027, Meniffee Central will increase the proficiency rate in science, social studies, and writing for all students by 30% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Science Elementary Science Improve the proficiency rate from 23% to 40% P/D. Middle School Science</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>Implement HQIR OpenSci Ed and HMH</p> <ul style="list-style-type: none"> • Supplement Resources: Simple Solution, Mastery 	<p>Increase projected proficiency in science on the Mastery Connect Benchmark to 30</p>	<p>Pacing Documents Lesson Plans Walkthroughs Mastery Connect Benchmark Testing Administrative Team meetings</p>	<p>SBDM KYCL Grant Fund</p>

<p>Improve the proficiency rate from 20% to 40% P/D.</p>	<p>Productive Collaborator</p> <p>Effective Communicator</p>	<p>Connect Question Bank, KSA Released items</p> <p>Participation in PLCs to Monitor student progress, instructional practices</p> <ul style="list-style-type: none"> • Support teachers in completing the Lesson Plan internalization protocol • Provide Science teachers with collaboration opportunities through PLCs with Pimser to improve science practices: Improvement in Discourse in the classroom <p>Ensure congruency between Learning Target and Success Criteria</p>	<p>Strategic Advocate for Self & Community</p> <p>Innovative Thinker</p> <p>Empowered Learner</p> <p>Part of a Learner</p> <p>Meigs County Schools</p>	<p>PLC meetings minutes/agenda</p>	
--	--	--	--	------------------------------------	--

		<ul style="list-style-type: none"> • Embed strategic practices, to ensure that students have an opportunity to unpack the standards <p>Implement Student goal setting through data notebooks in science</p> <ul style="list-style-type: none"> • Include formative, summative, and benchmark assessment progress • Students complete a reflective practice on learning • Student conferencing 			
<p>Objective 2 Social Studies Elementary Social Studies Improve the</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>Implement Social Studies Resources to support standard</p>	<p>Increase projected proficiency in science on the</p>	<p>Pacing Documents Lesson Plans Walkthroughs</p>	<p>SBDM Title I</p>

<p>proficiency rate from 30% to 50% P/D.</p> <p>Middle School Social Studies</p> <p>Improve the proficiency rate from 25% to 50% P/D.</p>	<p>Productive Collaborator</p> <p>Effective Communicator</p>	<p>implementation and inquiry practices</p> <ul style="list-style-type: none"> • Simple Solutions • Mastery Connect Resources • KSA Released Items <p>Participation in PLCs to Monitor student progress, instructional practices</p> <ul style="list-style-type: none"> • Support teachers in completing the Lesson Plan internalization protocol <p>Increase PBL opportunities in Social Studies</p> <ul style="list-style-type: none"> • Exhibition of Learning • Develop Defense Learning including connections to Portrait of a Learner 	<p>Mastery Connect Benchmark to 50%</p>	<p>Mastery Connect Benchmark Testing Administrative Team meetings</p> <p>PLC meetings minutes/agenda</p> <p>Innovative Thinker</p> <p>Empowered Learner</p>	
--	--	---	---	---	--

		<p>Implement Student goal setting through data notebooks in social studies</p> <ul style="list-style-type: none"> • Include formative, summative, and benchmark assessment progress • Students complete a reflective practice on learning • Student conferencing 			
<p>Objective 3 Writing Elementary Writing Improve the proficiency rate from 44% to 50% P/D.</p> <p>Middle School Writing Improve the proficiency rate from 37% to 50% P/D.</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>Provide Professional Development in writing from Excellence in Foundation Learning (EIFL)</p> <p>Conduct On-Demand writing scrimmages 3 times per year</p> <p>Teachers submit student samples of required grade-level writings</p>	<p>Increase projected proficiency in science on the Mastery Connect Benchmark to 50%</p>	<p>Pacing Documents Lesson Plans Walkthroughs Mastery Connect Benchmark Testing Administrative Team meetings PLC meetings minutes/agenda Literacy Team meetings agenda/minutes</p>	<p>KYCL Grant</p>

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3: By May of 2027, Menifee Central will increase the number of demographically identified students scoring at or above proficiency by 30% by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Reading</p> <p>Elementary Reading Improve the proficiency rate from 24% to 50% P/D for students in the free/reduced lunch gap group.</p> <p>Middle School Reading Improve the proficiency rate from 36% to 50% P/D for students in the free/reduced lunch gap group.</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>MTSS Interventions for students identified for academics</p> <ul style="list-style-type: none"> Reading <p>Use Evidence-based resources/strategies for intervention including, i-Ready for Tier II interventions</p> <p>Develop and Implement Reading Plans for grades K-4 for Tier III Intervention</p> <p>Monitor student progress through the Student Intervention Team</p>	<p>Increase in iReady Tier I population in grades K-8 to 50% in reading by the 3rd round</p> <p>Increase projected proficiency in reading on the Mastery Connect Benchmark to 50% by the final assessment</p>	<p>Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings minutes/agenda</p>	<p>KYCL Grant Fund SBDM Title I</p>

<p>Objective 2 Math Elementary Math Improve the proficiency rate from 22% to 50% P/D for students in the free/reduced lunch gap group. Middle School Math Improve the proficiency rate from 23% to 50% P/D for students in the free/reduced lunch gap group.</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>MTSS Interventions for students identified for academics</p> <ul style="list-style-type: none"> • Math <p>Use Evidence-Based resources/strategies for intervention including i-Ready,</p> <p>Monitor student progress through the Student Intervention Team</p>	<p>Increase in iReady Tier I population in grades K-8 to 50% in math by the 3rd round</p> <p>Increase projected proficiency in math on the Mastery Connect Benchmark to 50% by the final assessment</p>	<p>Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings minutes/agenda</p>	<p>KYCL Grant Fund SBDM Title I MAF Grant Fund</p>
<p>Objective 3 Reading Elementary Reading Improve the proficiency rate from 15% to 25% P/D for students in the special education gap group. Middle School Reading</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>Implement Evidence-Based Reading Programs</p> <ul style="list-style-type: none"> • iReady • Leveled Literacy Intervention • Amira grades K-5 	<p>Increased student achievement in reading</p> <p>Decreased number of special education students scoring novice in reading</p>	<p>Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings</p>	<p>KYCL Grant Fund SBDM Title I</p>

<p>improvethe proficiency rate from 13% to 25% P/D for students in the special education gap group.</p>		<p>MTSS & Resource time built into the Master Schedule to provide additional support to students in reading.</p> <p>Co-teacher data talks with the principal to analyze data and monitor student progress</p>		<p>PLC meetings & Special Education minutes/agenda</p>	
<p>Objective 4 Math Elementary Math Improve the proficiency rate from 12% to 20% P/D for students in the special education gap group. Middle School Math improve the proficiency rate from 7% to 20% P/D for students in the special education gap group.</p>	<p>KCWP 1 KCWP 2 KCWP 6</p>	<p>MTSS & Resource time built into the Master Schedule to provide additional support to students in math.</p> <p>Implementing Evidence-Based Math Resources</p> <ul style="list-style-type: none"> • iReady • EngageNY • Edgenuity 	<p>Increased student achievement in math</p> <p>Decreased number of special education students scoring novice in math</p>	<p>Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings & Special Education minutes/agenda</p>	<p>KYCL Grant Fund SBDM Title I</p>

4: English Learner Progress

Goal 4: N/A

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

5: Quality of School Climate and Safety

Goal 5: By May 2027, Menifee Central will increase the Quality of School Climate and Safety to a blue level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 School Climate Elementary will move from yellow to blue on the Quality of School Climate Survey. Middle school will maintain blue status on the Quality of School Climate Survey.</p>	KCWP 6	<p>Increase student leadership roles at Menifee Central</p> <ul style="list-style-type: none"> • Student Council • Student Mentoring <p>Identify a trusted staff member for every student.</p> <p>Implement PBIS for all students including weekly and monthly awards.</p> <p>Teacher-led clubs to cultivate positive relationships at school. Create club</p>	<p>Student Voice School Level Surveys</p> <p>Reduction in Infinite Campus Behavior Referrals</p>	<p>Infinite Campus Behavior documents</p> <p>Dojo Behavior Reports</p> <p>Behavior Screener</p> <p>PBIS Committee</p> <p>Student Intervention Team</p> <p>School Administration Team</p>	PTO Activity Fund

		<p>support through community partnerships</p> <p>Teachers will complete behavior screener 3 times per year to identify students and Provide tiered Interventions for students with behavioral needs.</p> <p>Reduce the number of office referrals by 20%</p>			
--	--	--	--	--	--

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

Components of Turnaround Leadership Development and Support:	
Consider: Response:	
School Level:	
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:	
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	

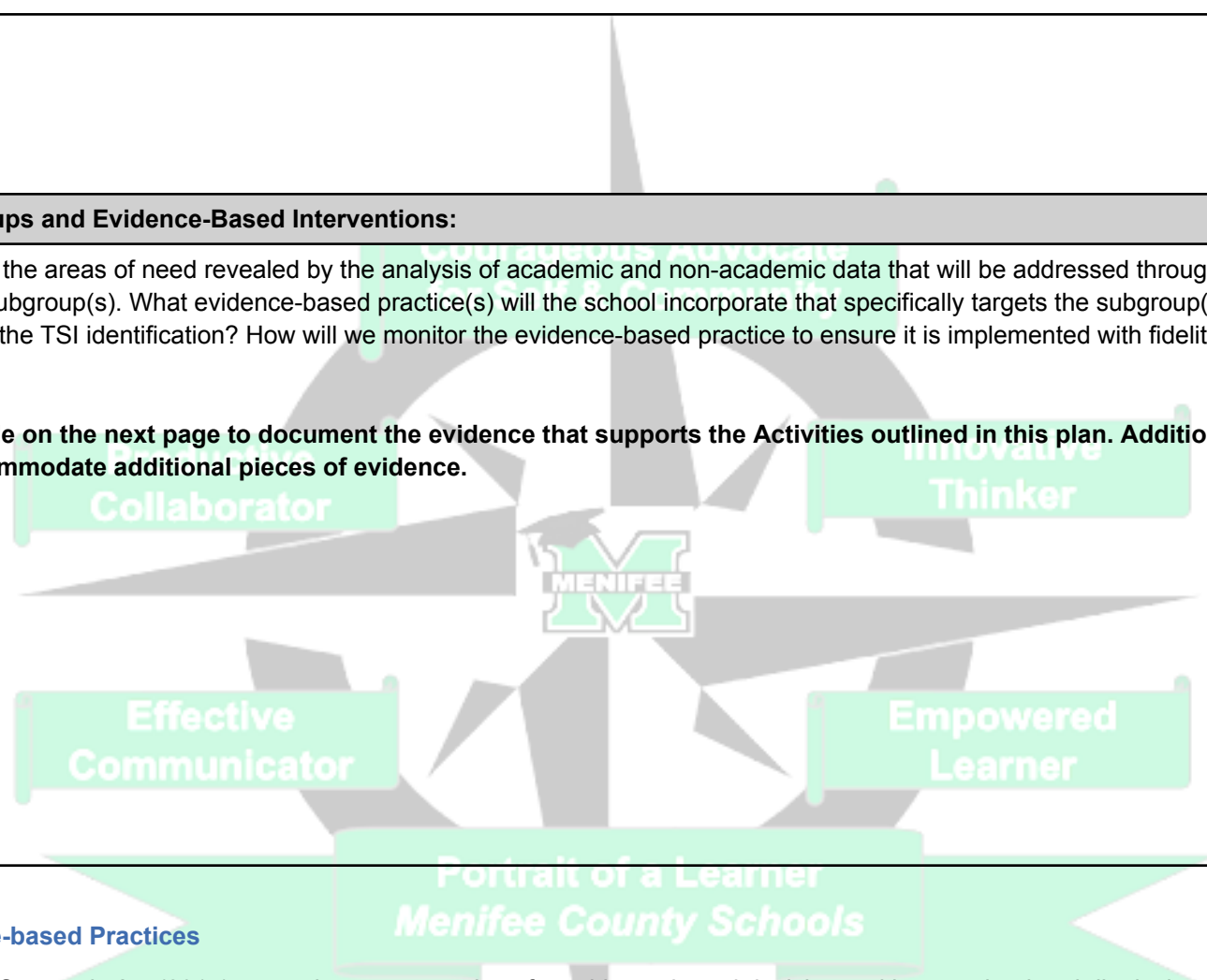
Consider:
Response:

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?

Response:

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



TSI/ATSI Evidence-based Practices

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

to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
		<input type="checkbox"/>
		<input type="checkbox"/>
Productive Collaborator		<input type="checkbox"/>
		<input type="checkbox"/>

