Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

By 2027, Reading proficiency will improve from 68% in 2024 to 75% by 2027. Math proficiency will improve from 66% to 72% by 2027. Proficiency scores will also improve in Science (from 42% in 2024 to 50% in 2025), Social Studies (from 58% in 2023 to 64% in 2027), and combined writing (from 77% in 2024 to 85% in 2027). By 2025, our Studer student survey for the question "I feel students are nice or show respect to each other at my school" will grow from 2.67 in 2024 to 3.5 in 2025, and "I like going to my school each day" will grow from 2.84 in 2024 to 3.5 in 2025. By 2025, our Studer parent survey for the question areas of "I receive positive phone calls, emails, or notes about my child from the school" will increase from 3.09 in 2024 to 4.0 in 2025, and "I regularly receive feedback from school staff on how well my child is learning" will increase from 3.12 in 2024 to 4.0 in 2025.

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.

At NOMS, the school is committed to fostering academic success and a supportive learning environment through strategic initiatives across instruction, communication, and school culture.

Data-Driven Instruction and Targeted Interventions

NOMS will leverage data from KSA, iReady, and internal assessments to guide instruction and identify students requiring additional support. Using iReady data, the school will develop "class profiles" to help teachers tailor their lessons to meet the needs of individual students and groups. Professional Learning Communities (PLCs) will convene weekly to review student performance, refine lessons, and address key questions about student learning. The Multi-Tiered System of Supports (MTSS) team will meet monthly to analyze academic, behavioral, and attendance data, ensuring targeted interventions for students in Tier II and Tier III.

The school will also enhance its use of school and district data folders to track student achievement and progress throughout the year. Grade-level teams and PLCs will incorporate this tool during professional development sessions, including Teacher Work Days. Additionally, ECS and intervention teachers will receive dedicated professional development and time to provide specialized instruction tailored to students' needs in reading, writing, and math.

Enhanced Communication and Collaboration with Parents

To build stronger partnerships with families, NOMS will implement a system to ensure at least two positive contacts per year for every student. Grade-level teams will collaborate with administrators to create communication strategies tailored to their needs. The NOVA flex block will be used for iReady goal-setting conversations, with teachers and students emailing weekly updates to parents to promote transparency.

The school will increase positive communication with parents through phone calls, emails, and notes, addressing parent concerns about a lack of communication. Parent-teacher conferences will include more detailed feedback to keep families better informed about their child's progress and learning.

Strengthening School Climate and Culture
NOMS will sustain and promote school-wide behavioral and academic expectations ensuring students and staff understand these norms. These expectations will be reinforced through monthly MTSS behavior agendas, assemblies, and team meetings. The House System at NOMS will continue to evolve, fostering a sense of belonging and addressing issues like bullying and disrespect. The school will utilize SEL (Social-Emotional Learning) curriculum through guidance lessons provided by counselors. NOVA (flex block) will include dedicated time for SEL lessons to help students build essential social-emotional skills, improving peer interactions and fostering a positive school climate. Bullying and disrespect will be addressed through consequences and counseling, promoting a safe environment where students feel empowered to voice their opinions and embrace diversity. The Student Government structure, along with House Leaders and Mustang Ambassadors, will continue to grow, offering leadership opportunities and further strengthening school culture. Additionally, our FOR Club (which began during the 23/24 school year) is a student driven club that recognizes and highlights positive behavior towards others throughout our building and also provides positive outlets for our students to show ownership and care for our school building and community. By integrating these strategies, NOMS aims to create a supportive and engaging educational environment where students feel valued, parents are actively involved, and academic success is achieved.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	84.3	1.0 Increase
State Assessment Results in science, social studies and writing	77.4	1.1 Increase
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	63.0	-1.7 Decrease
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

Explanations/Directions

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

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
objectives for each goal.					

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase proficiency in reading and math as measured by the KSA.
Reading - 68% in 2024 to 70% in 2025 and to 74% by 2027.
Math - From 66% in 2024 to 68% in 2025 to 72% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading as measured by the KSA from 68% in 2024 to 70% in 2025 and to 74% by 2027.	KCWP 3 - Use of Data to drive Instruction Create and support a school wide system to collect student data that is used to drive classroom instruction	Align professional learning opportunities as they relate to academic formative assessment to ensure: ● Assessments evolve from high-quality content standards ● Ensure that assessments are designed to best evaluate student learning (i.e. learning target/essential standards) ● Assessments written prior to instruction to ensure Backward Design	Evidence in progress on iReady and monthly grades to monitor student performance.	Ongoing during the 24/25 school year.	No funding required.
		Refine the use of NOMS data folder to monitor student achievement and academic progress over the school year.	Grade level teams and content area PLCs monitor academic performance through the NOMS data folder during PD time (Teacher Work Days, occasional faculty meetings.)	Ongoing during the 24/25 school year.	No funding required.
	KCWP 1 - Targeted students/ high performing Organize professional development activities that focus on the needs of highly capable students.	Train teachers on the needs of highly capable students in their classrooms and provide easy access to data on students who are identified as gifted/talented, special education, EL, have 504 plan.	Progress monitoring will occur via iReady testing, trimester grades, common formative / summative assessments developed in content area PLCs.	Ongoing during the 24/25 school year.	No funding required.
		Ensure that instructional strategies and resources are available to all teachers via the NOMS instructional coach, GT	Progress monitoring will occur via iReady testing, trimester grades,	Ongoing during the 24/25 school year.	No funding required.

Goal 1: Increase proficiency in reading and math as measured by the KSA.
Reading - 68% in 2024 to 70% in 2025 and to 74% by 2027.
Math - From 66% in 2024 to 68% in 2025 to 72% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teacher, ARC Chair, ECS case managers, 504 Coordinator, and administrators.	common formative / summative assessments developed in content area PLCs.		
	KCWP 2 and 4 -PLC Process Create, refine and monitor classroom instructional expectations that ensure students receive inquiry based instruction that is rigorous, viable and aligned to standards.	Ensure core content classes are structured to cover critical content aligned to common core standards and use workshop model to best support gradual release of responsibility.	Content PLC meetings, PLC meeting minutes, Curriculum maps with essential standard, scope and sequence	Ongoing during the 24/25 school year.	No funding required.
		Ensure that curriculum mapping is occurring to identify instructional gaps, including planning for introduction of standard, development and gradual release phases and arrival at standards master.	Content leader meetings, peer observations, walk-throughs, PLC minutes, Scope and Sequence	Ongoing during the 24/25 school year.	No funding required.
	KCWP 5 - MTSS - Create an internal tracking system to monitor fluidity and evidence based practice of students between Tier 1, 1.5, 2, and 3 for academic areas.	Use of READ/MATH 180, Orton Gillingham, Structured Literacy, and Kansas Strategies to supplement instruction through special education services and tier 2 an 3 interventions.	MTSS team will monitor the progress of students during monthly school wide data meetings.	Ongoing during the 24/25 school year.	No funding required.
		Targeted groups within NOVA ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know content.	MTSS team will monitor the p;rogress of students during team meetings following each MT session.	Ongoing during the 24/25 school year.	No funding required.
Objective 2 Increase proficiency in math as measured by the KSA from 66% in 2024 to 68% in 2025 to 72% by 2027.	KCWP 3 - Use of Data to drive Instruction Create and support a school wide system to collect student data that is used to drive classroom instruction.	Align professional learning opportunities as they relate to academic formative assessment to ensure: ● Assessments evolve from high-quality content standards ● Ensure that assessments are	Evidence in progress on iReady and monthly grades to monitor student performance.	Ongoing during the 24/25 school year.	No funding required.

Goal 1: Increase proficiency in reading and math as measured by the KSA.
Reading - 68% in 2024 to 70% in 2025 and to 74% by 2027.
Math - From 66% in 2024 to 68% in 2025 to 72% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		designed to best evaluate student learning (i.e. learning target/essential standards) ● Assessments written prior to instruction to ensure Backward Design			
		Refine the use of NOMS data folder to monitor student achievement and academic progress over the school year.	Grade level teams and content area PLCs monitor academic performance through the NOMS data folder contents during PD time (Teacher Work Days, occasional faculty meetings.	Ongoing during the 24/25 school year.	No funding required.
	Targeted students/ high performing (KCWP 1) Organize professional development activities that focus on the needs of highly capable students.	Train teachers on the needs of highly capable students in their classrooms and provide easy access to data on students who are identified as gifted/talented, special education, EL, have 504 plan.	Progress monitoring will occur via iReady testing, trimester grades, common formative / summative assessments developed in content area PLCs.	Ongoing during the 24/25 school year.	No funding required.
		Ensure that instructional strategies and resources are available to all teachers via the NOMS instructional coach, GT teacher, Intervention Teachers, ARC Chair, ECS case managers, 504 Coordinator, and administrators.	Progress monitoring will occur via iReady testing, trimester grades, common formative / summative assessments developed in content area PLCs.	Ongoing during the 24/25 school year.	No funding required.
	PLC Process (KCWP 2 and 4) Create, refine and monitor classroom instructional expectations that ensure	Ensure core content classes are structured to cover critical content aligned to common core standards and use workshop model to best support	Content PLC meetings, PLC meeting minutes, Curriculum maps with essential standard, scope	Ongoing during the 24/25 school year.	No funding required.

Goal 1: Increase proficiency in reading and math as measured by the KSA.
Reading - 68% in 2024 to 70% in 2025 and to 74% by 2027.
Math - From 66% in 2024 to 68% in 2025 to 72% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	students receive inquiry based instruction that is rigorous, viable and aligned to standards.	gradual release of responsibility.	and sequence		
		Ensure that curriculum mapping is occurring to identify instructional gaps, including planning for introduction of standard, development and gradual release phases and arrival of standards mastery.	Content Leader meetings, Peer observations, walk-throughs, PLC minutes, Scope and Sequence	Ongoing during the 24/25 school year.	No funding required.
	MTSS (KCWP 5) Create an internal tracking system to monitor fluidity and evidence based practice of students between Tier 1, 1.5, 2, and 3 for academic areas.	Use of READ/MATH 180, Structured Literacy, and Kansas Strategies to supplement instruction through special education services and tier 2 an 3 interventions.	MTSS team will monitor the progress of students during monthly school wide data meetings.	Ongoing during the 24/25 school year.	No funding required.
		Targeted groups within NOVA ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know content.	MTSS team including academic leads will monitor the progress of students during regular meetings.	Ongoing during the 24/25 school year.	No funding required.
	Continue to implement evidenced- based math curriculum, Illustrative Math, and provide learning opportunities to teachers.	Ensure math classrooms have a balanced math program that includes discourse, discovery, and computation fluency practice.	TWD Agendas, PLC reflection feedback from teacher, PD tracking, class walkthroughs, highlighting discourse, increased math scores on i-REady and KSA.	Ongoing during the 24/25 school year.	No funding required.
		Provide learning opportunities to teachers as needed through various measures, other school/lab class visits, previewing units, access to district math coach, focused PD on the use of an HQIR.	PLC meeting minutes, peer observations, learning walks, walk-throughs, progress and reflections around deeper learning	Ongoing during the 24/25 school year.	No funding required.

Goal 1: Increase proficiency in reading and math as measured by the KSA.
Reading - 68% in 2024 to 70% in 2025 and to 74% by 2027.
Math - From 66% in 2024 to 68% in 2025 to 72% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			professional growth goals.		

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

Goal 2 (State your science, social studies, and writing goal.):
Science - Improve the percent of students at proficiency in Science from 42% in 2024 to 44% in 2025 to 48% by 2027.
Social Studies - Improve the percent of students at proficiency in Social Studies from 58% in 2024 to 60% in 2025 to 64% by 2027.
Writing (On-Demand and Editing and Mechanics) - Improve the percent of students at COMBINED proficiency from 77% in 2024 to 79% in 2025 to 82% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science - Improve the percent of students at proficiency in Science from 42% in 2024 to 44% in 2025 to 48% by 2027.	KCWP 1 - Ensure the alignment of the science curriculum to national science standards and the rigor of classroom instruction.	The science content leader checks in regularly with science PLC teams to ensure that they are following and updating the district/school scope and sequence document. Science content lead is focusing on professional development around 3d assessment questions that match KSA question types.	Scope and Sequence document, Content Lead agenda minutes, evidence of a variety of assessment questions.	Ongoing during the 24/25 school year.	No funding required.
		Science PLC teams meet to review student work, ensure the rigor of classroom instruction, use of CFA and summatives to compare data and monitor student progress towards learning goals.	Professional learning agendas and PLC reflections Current examples of student work Common Formative and Summative Assessments with data protocols.	Ongoing during the 24/25 school year.	No funding required.
		The science department meets during Teacher Work Days to review trends in student learning and monitor the progress of student groups.	Department meeting agendas and meeting notes. Professional learning agendas and PLC minutes.	Ongoing during the 24/25 school year.	No funding required.
		All teachers attended specially designed, content specific professional development provided by our district and school-level leadership. During this PD, our teachers were exposed to and invited to pilot a new HQIR which we have done this school year.	Department meeting agendas and meeting notes. Professional learning agendas and PLC minutes.	Ongoing during the 24/25 school year.	No funding required.
Objective 2	KCWP 2 Create, refine and monitor classroom instructional	Deepen understanding of inquiry and develop strategies to shift and/or build	Evidence of inquiry standards in PLC notes,	Ongoing during the 24/25 school year.	No funding required.

Goal 2 (State your science, social studies, and writing goal.):
Science - Improve the percent of students at proficiency in Science from 42% in 2024 to 44% in 2025 to 48% by 2027.
Social Studies - Improve the percent of students at proficiency in Social Studies from 58% in 2024 to 60% in 2025 to 64% by 2027.
Writing (On-Demand and Editing and Mechanics) - Improve the percent of students at COMBINED proficiency from 77% in 2024 to 79% in 2025 to 82% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies - Improve the percent of students at proficiency in Social Studies from 58% in 2024 to 60% in 2025 to 64% by 2027.	expectations that ensure students receive inquiry based instruction that is rigorous, viable and aligned to standards	upon my implementation of inquiry	walkthroughs and classroom observations.		
		SS PLC teams meet to review student work, ensure the rigor of classroom instruction and monitor student progress towards learning goals.	Professional learning agendas and PLC minute	Ongoing during the 24/25 school year.	No funding required.
		The SS department meets during teacher work days to review trends in student learning and monitor the progress of student groups.	Department meeting agendas and meeting notes	Ongoing during the 24/25 school year.	No funding required.
		All teachers attended specially designed, content specific professional development provided by our district and school-level leadership.	Department meeting agendas and meeting notes. Professional learning agendas and PLC minutes.	Ongoing during the 24/25 school year.	No funding required.
Objective 3 Writing (On-Demand and Editing and Mechanics) - Improve the percent of students at COMBINED proficiency from 77% in 2024 to 79% in 2025 to 82% by 2027.	KCWP 3 Employ a uniform system to evaluate writing and coach teachers on writing instruction across grade levels.	Students will write baseline essays in the fall and benchmark essays in the spring to measure their growth as writers.	Growth as measured by writing rubrics, schoolwide CBM screener, and i-Ready assessment data.	Ongoing during the 24/25 school year.	No funding required.
		Teachers will utilize writing strategies across the entire school with similar academic vocabulary and expectations for editing and mechanics employing feedback as a means to reinforce writing growth.	Growth as measured by writing rubrics, schoolwide CBM screener, and i-Ready assessment data.	Ongoing during the 24/25 school year.	No funding required.
		A facilitated debrief will identify trends in student performance as writers. instructional planning will occur based on the needs of each content area.	Growth as measured by writing rubrics, schoolwide CBM screener, and i-Ready assessment data.	Ongoing during the 24/25 school year.	No funding required.

	KCWP 4 Teachers will gather exemplary writing pieces based on the district writing plan to model quality writing for students.	Teachers will ensure that students have participated in the school / district writing plan.	Student writing samples will be gathered and shared in Language Arts classes	Ongoing during the 24/25 school year.	No funding required.
		Students engage in goal setting and reflection with the ELA teacher as they complete curriculum embedded writing activities	Student writing samples will be gathered and shared in Language Arts classes	Ongoing during the 24/25 school year.	No funding required.
		All teachers attended specially designed, content specific professional development provided by our district and school-level leadership.	Growth as measured by writing rubrics, schoolwide CBM screener, and i-Ready assessment data.	Ongoing during the 24/25 school year.	No funding required.

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of disabled students scoring PD in Reading from 23% in 2024 to 25% in 2025.	KCWP 2 - Ensure Tier 1 curriculum is accessible to all students via the co-teaching model and ensure that instruction and assessments meet the intent and rigor of the standards.	Utilize the common look for/co-teaching tool during classroom walkthroughs to drive professional development over the school year.	Walkthrough data, PLC reflections	Ongoing during the 24/25 school year.	No funding required.
		ECS Professional Development on evidence-based practices led by our district ECS team.	ECS Team meeting notes and reflections throughout the school year	Ongoing during the 24/25 school year.	No funding required.
		Consistently update and refer to progress monitoring page on the NOMS Data Folderthat compiles achievement/progress monitoring scores for all students (including gap students)	ECS team meeting notes, intervention team meetings, PLC notes	Ongoing during the 24/25 school year.	No funding required.
	KCWP 2 - Offer targeted ELA interventions for students supported in special education via NOVA.	Allocate time and PD for ECS teachers to deliver specialized instruction to ECS students based on need in reading or writing.	Progress monitoring through the NOMS Data Wall, Ortong Gillinghan, Read 180, and i-Ready Time. Testing.	Ongoing during the 24/25 school year.	No funding required.
		During NOVA, students will receive reading, math and writing instruction using evidenced based curriculum.	Progress in the Leveled Literacy Intervention (LLI). Orton Gillingham, Kansas Strategies, Read 180	Ongoing during the 24/25 school year.	No funding required.
Objective 2 Increase the number of disabled students scoring P/D in Math from 24% in 2024 to 26% in 2025.	KCWP 2 - Ensure Tier 1 curriculum is accessible to all students via the co-teaching model and ensure that instruction and assessments	Utilize the common look for/co-teaching tool during classroom walkthroughs to drive professional development over the school year.	Walkthrough data, PLC reflections	Ongoing during the 24/25 school year.	No funding required.
		ECS Professional Development on	ECS team meeting notes	Ongoing during the 24/25 school year.	No funding required.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	meet the intent and rigor of the standards.	evidence-based practices led by our district ECS team.	and reflections throughout the year.		
		Consistently update and refer to progress monitoring page on the NOMS Data Folder that compiles achievement/progress monitoring scores for all students (including gap students)	ECS Team Meeting notes, intervention team meetings, PLC notes.	Ongoing during the 24/25 school year.	No funding required.
	KCWP 4 Offer targeted Math intervention for students supported in special education during NOVA.	Allocate time and PD for ECS and intervention teachers to deliver specialized instruction to ECS students based on need in areas of math.	Progress monitoring through the NOMS Virtual Data room, i-Ready, progress on Specially Designed Instruction per IEP	Ongoing during the 24/25 school year.	No funding required.
		Through NOVA and/or resource classes, students will receive math instruction using evidenced-based curriculum, with a focus on new conceptual math curriculumIllustrative Math	Progress in the identified math standards through grades, SDI, and progress on Illustrative Math.	Ongoing during the 24/25 school year.	No funding required.

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 20255.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level	KCWP 4: Develop a system of review for year-over-year growth on ACCESS for ELLS. Use the results to determine common needs (language domains) for student growth, and align classroom supports and EL instruction to common needs. Targeted students will receive embedded instruction and support utilizing Flashlight 360.	2025 ACCESS results	20254 ACCESS results will be reviewed in May 2024 by EL teacher, EL Director, and Principal to determine if students have made progress and assess the rate of progress.	N/A $50 per student. Title 3 Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): NOMS will cultivate a culture of respect and inclusivity, increasing the percentage of students reporting bullying isn't a problem from 46% to 60% and those agreeing students respect each other's differences from 51% to 65% by the end of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NOMS will cultivate a culture of respect and inclusivity, increasing the percentage of students reporting bullying isn't a problem from 46% to 60% on the KSA Quality of School Climate and Safety Survey by the end of 2025.	KCWP 6: Establishing Learning Culture and Environment (How does the school community promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders?)	Sustain and promote our system of supports which is our school-wide behavioral and academic expectations so that students and adults understand basic expectations of behavior.	Monthly MTSS behavior agendas, triangulated data from Tableau Visualizations, team student concern forms and tracking, agendas from assemblies and teams where expectations are taught and reinforced throughout the year	Ongoing during the 24/25 school year.	No funding required.
		Continue to develop and refine the House system at NOMS which champions ethical values, school culture, a sense of belonging and healthy competition among all students and adults.	Increased % of students who feel bullying is not a problem at NOMS on the KSA Quality and Climate Surveys.	Ongoing during the 24/25 school year.	No funding required.
	KCWP 6: Establishing Learning Culture and Environment (How does the school help students develop their understanding of rules, their awareness of how their behavior affects others to help students act responsibly in the academic setting?	Utilize SEL curriculum through guidance lessons provided by our counselors in the classroom.	Counselor lesson plans and reflections from students which denote an increase in the % of students who feel bullying is not a problem at nOMS on KSA Quality and Climate survey in 2024.	Ongoing during the 24/25 school year.	No funding required.
		Participate in bully awareness month. NOMS Counselors will spend time providing direct instruction to students about: The definition of bullying,conflict resolution, bully awareness, bully prevention, etc.	KSA Quality and Climate Surveys as well as an increase in the Studer Survey indicator "I feel students are nice and show respect to each other at my school".	Ongoing during the 24/25 school year.	No funding required.
		Continue to refine and evaluate our	Increased % of students	Ongoing during the 24/25 school year.	No funding required.

Goal 5 (State your climate and safety goal.): NOMS will cultivate a culture of respect and inclusivity, increasing the percentage of students reporting bullying isn't a problem from 46% to 60% and those agreeing students respect each other's differences from 51% to 65% by the end of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Student Government structure along with House Leaders and Mustang Ambassadors: A student leadership group that meets with school leadership and SBDM to help promote a healthy school culture. Continue to provide clubs that fit students' needs so they feel connected.	who feel bullying is not a problem at NOMS on the KSA Quality and Climate Surveys as well as an increase in the Studer Survey indicator "I feel students are nice and show respect to each other at my school".		
Objective 2 NOMS students will report that student respect each other's differences from 51% to 65% on the KSA Quality of School Climate and Safety Survey by the end of 2025.	KCWP 6 Through action and education, we will promote a school environment in which all members feel safe to voice their opinions while embracing the identities and backgrounds of themselves and of their peers.	NOVA curriculum which is developed primarily by our Counselors, Instructional Coach, LMS, and teacher leads focuses on diversity and recognizing and valuing our individuality.	Increased % of students who feel diversity is not a problem at NOMS on the KSA Quality and Climate Surveys as well as an increase in the Studer Survey indicator "I feel students are nice and show respect to each other at my school".	Ongoing during the 24/25 school year.	No funding required.

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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: 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:**
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: 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:**
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
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.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

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

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

CSI Evidence-based Practices

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

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

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

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