Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, 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 Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

1. Increase proficiency in Reading by 2% during 2026 with our ECE gap population.
    a. Our current proficiency rate in Reading is 17% which is up 3% from the previous year.
2. Increase our proficiency in Math by 1% during 2026 with our ECE gap population.
    a. Our current proficiency rate in Math is 20% which is up 7% from the previous year.

Strategy:

KCWP #3-

- Ensure ECE teachers are providing quality accommodations and modifications in regard to assessments. While modifications are necessary, the validity and congruence to the standards should still be present.

KCWP #4 & #6-

- Refine the PLC and common planning system to tighten the way that teachers review, interpret, and act on student learning results. This also will include fostering a stronger culture of utilizing data to guide teaching practices and student learning.

KCWP #5-

- Continue to refine and strengthen our co-teaching models. After setting up our co-teaching model classrooms, we are/will focus on refining our peer observation schedule as well as allow time for reflection and application during PLCs.

Activities:

- Ensure co-planning is a priority between the regular education and ECE teacher
- Collaborate with the ECE recorder to protect co-planning
- Provide time and professional development during Early Release Fridays to refine data analysis practices
- During data analysis, formative, common formative, and summative data will be analyzed to check for alignment, rigor, depth of knowledge, and student success rates. Accommodations and modifications will also be addressed to ensure rigor and depth of the standards are still intact.
- Utilize data to drive instructional decision-making

- Implement a formative assessment tracking system tied to standards mastery to analyze student progress and adjust accordingly
- Provide professional development on the elements of co-teaching (co-planning, co-instructing, co-assessing) and continue to refine the following co-teaching models (station, parallel, alternative)
- Reading/Math will conduct bi-weekly to monthly peer observations along with completing reflection pieces during PLCs
- During co-planning, teachers will collaborate to determine which co-teaching model is appropriate for instructional purposes.
- Continue to ensure that collaborative reading and math classrooms are a priority in the master schedule to address the number of ECE students that are in each of those classes

Progress Monitoring:

- Master Schedule
    - February/March: Master schedule will be finalized with appropriate sections of Reading, Math, Science, and SS
    - March/April: ECE students will be preliminarily placed and ECE teachers along with administration will revise as needed according to behaviors and abilities. Caseloads will be determined by classes that students are placed in.
    - May: Final numbers for collaborative classes will be set.
- Bi-weekly/weekly collaboration with the ECE recorder with administration to check in on how often teachers are getting pulled to ARC meetings. Schedules will be adjusted accordingly to protect this time.
- Peer Observations
    - January: Administration will set up peer observation schedules for collaborative teachers
    - January/February: Begin peer observations. Teachers will debrief with administration during a guided planning the same day or the following day. Reflection documents will be developed by administration and utilized during PLCs for unit planning purposes during co-planning time.
    - Each Friday during Early Release time, administrators will check in with co-teachers to ensure co-planning and reflection is taking place.
- Administration will conduct digital walkthroughs to ensure unit plans reflect co-teaching models. Teachers will advise administration on when co-teaching models are planned so administration can complete classroom walkthroughs to provide feedback.
- Administration will deliver guidance through guided plannings and PLCs. This will also be a time to monitor student success and make adjustments.

Funding:

- Possible sub coverage: District general fund
- N/A- All other items

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

1. TCMS will increase students scoring proficient/distinguished in reading by 6% by 2028. Our current state in reading is 46.6%. In 2024, our state was 44.8% which is an increase of around 2%. If we maintain our 2% increase each year, our goal is to reach at least a 52% P/D rate.
2. TCMS will increase students scoring proficient/distinguished in math by 6% by 2028. Our current state in math is 35.6%. In 2024, our state was 36.4%. While all grades but one saw an increase in P/D, our 6th grade slid 8.0%. Our goal is to reach 40% P/D by 2028.

Objective(s):

Reading:

- To increase the P/D rate in reading by 2% during the 2025-2026 school year.

Math:

- To increase proficiency in math by 2% during the 2025-2026 school year.

Strategy:

Reading/Math

- KCWP #2:
    - Ensure teachers are utilizing HMH Into Literature curriculum with fidelity.
    - Ensure teachers are utilizing ExactPath individualized learning paths with fidelity in regard to Tier 1 interventions.
- KCWP #3:
    - Work to systematically ensure that assessments (formative, common formative, and summative are aligned with the rigor of each standard.
- KCWP #5:

    Administration will ensure that screening, diagnosing, implementing, and progress monitoring take place utilizing MAP testing and ExactPath.

Activities:

- During guided planning and PLCs, administration will offer coaching and guidance to each teacher in regard to utilizing the HMH curriculum (reading and math), in particular utilizing the differentiation strategies based within the curriculum.
    - Reading- The HMH curriculum focuses more on informational text than novels. Informational text has been a weak point for TCMS.
    - Math- The HMH curriculum focuses heavily on word problems which has been a struggle for our students. In particular, the depth and rigor of questions has been a problem.

- Teachers will have coaching and support through HMH in the form of in-person professional development, online videos and resources, and opportunities to discuss issues with a live person via video conferencing.
- Utilize ExactPath (individualized learning path based on MAP diagnostic screening) 10-15 minutes 3 times a week during each ELA class. (Tier 1)
- Utilize MAP diagnostic screening 3 times yearly (Fall, Winter, Spring). Students will be goal setting before each screening. Teachers will analyze results and utilize the continuum to make informed instructional decisions.
- Implement a formative assessment tracking system tied to standards mastery to analyze student progress. Students will also be responsible for keeping track of their progress utilizing this system as well in order to take ownership of their learning. Instructional decisions will be based on the analysis of mastery.
- Analyze formative, common formative, and summative assessment data to check for alignment, rigor, depth of knowledge, and student success. Through common planning, teachers along with coaching from administration will ensure that assessment questions are aligned to each standard. Teachers will use the verbiage in each standard to derive questions that are rigorous and have appropriate DOK levels. Teachers will also develop success criteria derived from standards to scaffold assessment questions. Teachers will collaborate during school level PLCs to review and reflect on assessment questions.

Progress Monitoring:

- Administration will conduct check-ins and debriefs through guided plannings and PLCs to ensure HMH curriculum and resources are being utilized within instruction with fidelity.
    - Guided planning will take place bi-weekly.
- Digital Walkthroughs will be conducted on unit plans to ensure alignment with standards and curriculum. Assessment alignment will also be monitored through digital walkthroughs of units, assessments, Infinite Campus (grades), etc.
    - Administration will monitor class averages for common assessments and analyze comparisons between formative and summative data. Teachers will analyze formative, common formative, and summative data through common planning, PLCs, and data conferences with administration.
- Monthly PLC check-in regarding formative assessment tracking system.
- Digital walkthrough of ExactPath data. Administration will be looking for usage and growth.

Funding:

- Literacy Grant (KyL25)
- SBDM Funds
- District General Fund (MAP)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1:

- Social Studies

Three- to Five-Year Goal:

TCMS will increase students scoring proficient/distinguished in Social Studies by 8% by 2028. Our current state is 38.0% which is up 7.1% from the previous year. Our goal is to achieve 46% P/D by 2028.

Objective(s):

To increase proficiency in SS by 2.5% during the 2025-2026 school year.

Strategy:

- KCWP #2
    - We will maintain a focus on reading comprehension strategies and implement various forms of informational text.
- KCWP #3:
    - Work to systematically ensure that assessments (formative, common formative, and summative are aligned with the rigor of each standard.

Activities:

- During planning processes, administration will offer coaching and guidance to each teacher on various comprehension strategies for student use. Teachers will implement more reading within the content. Teachers will utilize the following: graphic organizers, metacognition, activating prior background knowledge, predicting, etc.

- Analyze formative, common formative, and summative assessment data to check for alignment, rigor, depth of knowledge, and student success. Through common planning, teachers along with coaching from administration will ensure that assessment questions are aligned to each standard. Teachers will use the verbiage in each standard to derive questions that are rigorous and have appropriate DOK levels. Teachers will also develop success criteria derived from standards to scaffold assessment questions. Teachers will collaborate during school level PLCs to review and reflect on assessment questions.

Progress Monitoring:

- Administration will monitor class averages for common assessments and analyze comparisons between formative and summative data. Teachers will analyze formative, common formative, and summative data through common planning, PLCs, and data conferences with administration.
- Administration will monitor through digital unit walkthroughs and deliver guidance through guided planning, Assessment data (common formative and summative) will be analyzed through PLCs and common planning to measure student success and make adjustments.

Funding:

- SBDM General Fund- reading comprehension strategy resources.

Priority Indicator #2:

- Writing

Three- to Five-Year Goal:

- TCMS will increase students scoring proficient/distinguished in writing by 5% by 2028. Our current state is 44.5% P/D for ODW and E/M which is up by 1% from the previous year. Our goal is to have 50% P/D by 2028.

Objective(s):

- TCMS will increase proficiency by 2% during the 2025-2026 school year.

Strategy:

- KCWP #2
    - Ensure that writing guidelines, in particular for editing and mechanics, are clear and implemented with fidelity throughout all contents.
    - Ensure that at least one writing project takes place in all contents within one nine week period.

Activities:

- Create/maintain writing classes in each grade level. All students will take part in writing classes.
- Create school-wide writing guidelines that are posted throughout each classroom. While all aspects will be included, there will be a focus on editing and mechanics.
- Create a general scoring rubric for writing for all contents. This rubric/expectations will also be posted in classrooms.
- Collaborate with teachers regarding topics for writing pieces through guided plannings.

Progress Monitoring:

- Digital walkthroughs will be incorporated to ensure writing pieces are included within units.
- Data conferences will be utilized through guided plannings.
- Administration will monitor class averages for common assessments and analyze comparisons between formative and summative data. Teachers will analyze formative, common formative, and summative data through common planning, PLCs, and data conferences with administration.

Funding:

SBDM General Fund- writing strategies, various needed resources for all contents

Priority Indicator #3:

- Quality of School Climate and Safety

Three- to Five-Year Goal:

TCMS will increase our QSCS score by 6% by 2028. Our current state is 69.3 which is up .4 from the previous year. Our goal is to reach 76 by 2028.

Objective(s):

TCMS will increase our QSCS score by 2 during the 2025-2026 school year.

Strategy:

- KCWP #6
    - To ensure that all students feel respected no matter their gender, culture, race, religion, or ability and if they have a differing opinion.
    - To ensure that students understand what bullying is, can identify it, and feel comfortable speaking up when they see it occurring.

Activities:

- Implement a student council with 5 representatives from each grade level. This will allow for stakeholder input as well as a way to take the "temperature" in regard to the above goals and strategies.
- All students will participate in quarterly climate/safety surveys.
- Student council members will take the data and conclusions drawn from KSA as well as quarterly climate/safety surveys and develop goals and action plans in conjunction with administration.

Progress Monitoring:

- Quarterly data analysis by administration and assessment/accountability committee members
- Student council members will meet monthly with administration after admin meetings to discuss findings and help develop action plans.

Funding:

- N/A