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):
Objective 1 Reading for Students with an IEP

TCPC is the feeder school to TCIS. TCIS 24-25 KSA results show a significant increase in reading proficiency, with an 8% growth from 44% to 52% P/D. Reading continues to impact all other content areas. To improve all scores, TCPC will continue to focus on increasing reading proficiency, especially with the subgroup of students that have an IEP.

- **By May of 2026, TCIS will show an increase in overall reading P/D for students with an IEP from 36% to 40%.**
- **By May of 2027, TCIS will show an increase in overall reading P/D for students with an IEP from 40% to 44%.**

Objective 2 Math for Students with an IEP

TCIS 24-25 KSA results show math increased overall with an 8% growth from 37% to 45% in P/D students in math. Math continues to be an area of focus, especially for the subgroup of students that have an IEP.

- **By May of 2026, TCIS will increase overall math P/D for students with an IEP from 33% to 37%.**
- **By May of 2027, TCIS will increase overall math P/D for students with an IEP from 37% to 40%.**

Strategy:
Strategy 1 KCWP 1 - Design and Deploy Standards KCWP 2 - Design and Deliver Instruction

TCPC will adopt and implement the HMH Into Reading curriculum during the 2025-2026 school year.

Strategy 2 KCWP 4 - Review, Analyze, Apply Data

TCPC will name and claim students scoring at the apprentice/novice range on fall MAP (reading and math) in grades K/1/2. TCPC will develop an individual plan to meet student needs.

Strategy 3 KCWP 2 - Design and Deliver Instruction

TCPC will subscribe to and implement the Kids First C3 support and success model during the 25-26 school year. The Kids First model will include training, modeling, coaching, and support for teachers and administration.

Strategy 4 KCWP 2 - Design and Deliver Instruction

TCPC will adopt and implement the Eureka Math Curriculum.

Activities:
Activity 1 TCPC adopted the HMH Into Reading curriculum in grades K-2. The administration team will ensure teachers participate in professional development from the company to familiarize themselves with processes and materials provided with the curriculum. Professional development will be planned in August of 2025 with embedded professional development days in October, January and March. Administration will ensure a coaching session is planned each month during the 25-26 school year for teachers to problem shoot with HMH professionals.

Activity 2 TCPC will identify each student scoring at the apprentice/novice range on fall MAP (reading and math) in grades K/1/2. The administrative team will cross reference each name on the list with the list of students receiving special education services and/or RTI services. The administrative team will meet individually with the teacher of each student currently receiving no services (and scoring below proficiency) to develop an individual plan of action. Each student's trend data will be analyzed to see if classroom performance matches the MAP score. The teacher will plan an intentional mini lesson to be taught each day to the identified students.

Activity 3 In January of 2026 TCPC will participate in the Kids First C3 model. This model will provide in-person training for teachers and administrators on the implementation of the HMH curriculum and will ensure fidelity to the program. Trainers will provide a coaching model of professional learning for teachers and professional learning on how to monitor implementation for administrators.

Activity 4 In March of 2025, TCPC will roll out the Eureka math curriculum for full implementation during the 2026-2027 school year. This roll out will include professional development for teachers and administrators.

Activity 5 The TCPC Intervention team will meet three times (fall/winter/spring) to analyze MAP data for all students. Students scoring at the novice level will be entered into tier 2 reading or math services. Students scoring below the 10^{th} percentile in both reading and math will be expedited to tier 3 reading/math services. Reading and math intervention services will be offered daily for 30 min to 1 hour depending upon the students' needs.

Progress Monitoring:
Activity 1 Professional learning in person dates will be scheduled for teachers in October, January and March. This professional learning will include the online coaching system for teachers to trouble shoot monthly with curriculum representatives. Teachers will be given release time on Fridays to meet with the online coach.

Activity 2 Students will be monitored for progress weekly. Lessons will be altered to match the students' individual needs.

Activity 3 Teachers and administrators will work alongside curriculum coaches from Kids First to model and analyze lesson effectiveness.

Activity 4 Teachers will be provided with high quality math professional development from Eureka Math.

Activity 5 The TCPC Intervention team will meet three times (fall/winter/spring) to analyze MAP data for all students. Students scoring at the novice level will be entered into tier 2 reading or math services. Students scoring below the 10th percentile in both reading and math will be expedited to tier 3 reading/math services. Reading and math intervention services will be offered daily for 30 min to 1 hour depending upon the students' needs. Progress monitoring will be completed using the AIMSWEB program for all students receiving pull out intervention services each Friday. This team will analyze weekly AIMSWEB progress as a cross reference to MAP progress.

Funding:
KDE Literacy Grant awarded to TC for the 25-26 school year, Kids First $30,000, HMH PD $26,000

Kentucky Numeracy Grant $70,000

General Fund salary 4 intervention teachers

General Fund cost MAP and AIMSWEB

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:
By May 2028, 60% of 3rd grade students will score proficient or higher in reading on the KSA. Likewise, 58% of 3rd grade students will score proficient or higher in math on the KSA.

Objective(s):
Objective 1 By May 2026, 53% of 3rd grade students will score proficient or higher in reading on the KSA. Likewise, 52% of 3rd grade students will score proficient or higher in math on the KSA.

Objective 2 By May 2027, 56% of 3rd grade students will score proficient or higher in reading on the KSA. Likewise, 55% of 3rd grade students will score proficient or higher in math on the KSA.

Strategy:
Strategy 1 TCPC adopted the HMH HQIR during the 2024-2025 school year. By August 2026 TCPC will have full implementation of the reading and writing curriculum**.**

Strategy 2 TCPC will adopt Eureka Math HQIR during the 2025-2026 school year. By August 2027 TCPC will have full implementation of the math curriculum.

Activities:
Activity 1 TCPC will host trainers from HMH to facilitate professional development for all teachers. HMH professionals will come to the school for 4 days during the 25-26 school year to facilitate HMH specific reading and writing training (August 12, 2025, August 13, 2025, October 31, 2025, January 5, 2026).

Activity 2 TCPC will contract with KidsFirst for targeted coaching from HMH professionals throughout the 2025-2026 school year. The coach will be embedded in classrooms to observe and give real time feedback to teachers.

Activity 3 TCPC will send four teachers to the Numeracy Academy at GREEC (summer 2025- summer 2026) for mathematics professional development. These teachers will pilot Eureka Math throughout the 2025-2026 school year. These teachers will serve as team leaders for the math curriculum roll out.

Activity 4 TCPC will roll out Eureka math training (March 20, 2026) in preparation for full implementation during the 2026-2027 school year.

Activity 5 TCPC will implement a system for tracking student growth on the MAP assessment. The MAP assessment will be administered triennially. Students will identify their present level of performance and track (graph) their growth in an individual folder. Each assessment will be monitored by the student for individual growth toward their goal line.

Activity 6 TCPC will implement a school wide system for rewarding growth on the MAP assessment. Each teacher will be included with a Shooting for the Moon display. The homeroom average RIT will be displayed in

a visible area of the school. The classroom star will travel based upon the percentage of growth for the class. The classrooms with the highest percentage of growth in K/1/2 will be rewarded.

Activity 7 TCPC administration and teachers will ensure a testing environment is set up and monitored during the MAP assessment. Students should have assistance with technology/headphone trouble shooting. A quiet test environment will be ensured for all students.

Progress Monitoring:
TCPC will administer the MAP assessment three times per year. (September, January, May) School wide data will be tracked for students scoring in the novice, apprentice, proficient, distinguished range).

TCPC will administer modular assessments as indicated by the HMH HQIR.

Funding:
District funding of MAP assessment

Kentucky Literacy Grant awarded to TC 2025-2026 (Kids First)

Kentucky Numeracy Grant awarded to TC 2025-2026

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	No
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: Quality of School Climate and Safety

Three- to Five-Year Goal:
By May 2028, 80% of students will report they feel cared for and safe in their school.

Objective(s):
By May 2026, 73% of students enrolled at TCPC will report they feel cared for and safe in their school.

Strategy:
KCWP 6 Establish Learning Environment and Culture

Students in K-2 will be given a school culture climate survey where they rate their level of satisfaction with school climate by circling a double thumbs up, a single thumb up, a straight thumb, a single thumb down, or a double thumbs down. Students will be given a series of statements regarding belonging, safety and satisfaction regarding school routines and culture. Students will rate their response. Overall responses will be monitored.

Activities:
Activity 1 All K-2 students will gather each Friday morning for a family-style morning meeting. During this meeting students will be individually recognized for birthdays, good attendance, exceptional writing, examples of being caught with character, and individual recognition. Students will be celebrated and recognized in front of the student body.

Activity 2 Student names having perfect attendance for the week will be placed in a drawing each Friday for prizes/recognition. The classroom with the highest attendance for the week will be awarded a traveling banner to place outside their classroom door for the week.

Activity 3 All K-2 students will receive whole group instruction during the activity rotation where citizenship and good character will be taught by the school counselor. Students will receive this whole class instruction in 10-day units no less than 3 times per year.

Activity 5 Students will be explicitly taught good character traits. Adults witnessing students display such acts can nominate them for special recognition/prizes each week.

Activity 6 All P-2 students will participate in a moment of meditation each morning. This 1-minute routine will be set aside for individual mediation and mental preparation for the day. Each classroom will observe a 1-minute moment of silence.

Activity 7 TCPC will host at least one after school event for students and families each month. The school will be open with planned activities. Parents and students will be afforded time for teachers to meet and greet/progress update. Dinner and/or snack options will be provided for families. Open house events will have an instructional theme and be planned at the beginning of the school year. After school events will be hosted by the PTO/FRC on a rotating basis.

Activity 8 The TCPC School Resource Officer will be a visible part of each student's day. The SRO will be available to address parent/student safety concerns throughout the school day. The SRO will conduct safety walkthroughs throughout the school day.

Activity 9 Each classroom will nominate a student to represent their class for exceptional writing skills to be recognized/rewarded each 9 weeks. The nominated student will read their writing aloud to the student body and their writing will be displayed in the hallway. Family members will be invited to attend for the student reading of their exceptional writing.

Activity 10 Each student K-2 will be explicitly taught the school's guidelines for success. These guidelines will be incorporated in classroom activities and chanted by students at each morning meeting.

Activity 11 The FRC was awarded the Commonwealth Center for Fathers and Families grant. The FRC will host Donuts with Dudes where father figures are invited into the school to share a donut and craft with their child. While present parents will learn statistics and information supporting the significance of a male role model in the life of children. This event will be hosted 4 times per year spotlighting a grade level at a time.

Activity 12 The FRC will provide TCPC teachers with professional learning on the framework for Conscious Discipline. Professional learning will occur across 4 dates. Teachers and staff will be trained in how to use conscious discipline strategies and techniques in the classroom.

Activity 13 The FRC will form a group of "Flight Achievers" this group will be formed by cross referencing a list of student names with low attendance and low achievement. This group will provide extra support for families and will host a small group luncheon for students to build and reinforce good habits.

Activity 14 The FRC will host a Family Night/Orientation night in August for parents and families to tour the school, meet their teacher, and participate in educational classes about the school and how it functions.

Progress Monitoring:
Before the first day of school all dates will be scheduled for monthly after school events, Friday morning meetings and grade level Donuts with Dudes activities. Teachers and families will be aware of dates in advance and will know to "save the date" ahead of time.

The school counselor will be part of the activity rotation schedule to ensure adequate time is given to each homeroom for character education.

The Family Resource Center will set a working budget for the school year with dates to remain on track.

Students will be given a series of statements regarding belonging, safety and satisfaction regarding school routines and culture. Students will rate their response. Overall responses will be monitored

Funding:
Commonwealth Center of Fathers and Families Grant $5000

Family Resource Center $15,000 for after school activities

Taylor County Opioid Grant Conscious Discipline $2000

General Fund salary SRO

General Fund salary School Counselor

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.