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. FMS will increase the percentage of students with disabilities scoring proficient/distinguished in math from 19% to 30% through teacher learning opportunities.
2. FMS will increase the percentage of students with disabilities scoring proficient/distinguished in math from 19% to 30% through student tutoring opportunities.

Strategy:

KCWP 1: Design & Deploy Standards. We utilize our PLC's to ensure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, are paced with accuracy.

KCWP 5: Design, Align and Deliver Support

Activities:

The math department meets weekly in PLCs. Continued development of each department's scope and sequence document will be necessary to align all standards within a given department and grade level. Pacing will be adjusted via teacher input. 2024-2025 KAS results and released items will be reviewed and aid in adjustment of curriculum documents.

Extended School Services will provide allocations for after school tutoring to enhance the math & reading curriculum. Extended School Services will provide allocations for programs to enhance the math & reading through iReady.

Progress Monitoring:

KSA Data and iReady Benchmark/Growth Monitoring. Department Scope and Sequence living documents. Department vertical alignment of strategies, resources, and assessment.

Funding:

ESS Funding for tutoring support.

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:
Increase the averaged combined reading and math assessment scores for middle students by 5% as measured by 2025-2026 KSA assessment results.

Objective(s):

1. FMS will increase the averaged combined reading and math scores through teacher learning opportunities.
2. FMS will increase the averaged combined reading and math scores through teacher tutoring opportunities.

Strategy:
KCWP 1: Design & Deploy Standards We utilize our PLCs to ensure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, are paced with accuracy.

Activities:
Departments (math and reading) meet weekly in PLCs. Continued development of each department's scope and sequence document will be necessary to align all standards within a given department and grade level. Pacing will be adjusted via teacher input. 2024-2025 KSA results and released items will be reviewed and aid in adjustment of curriculum documents. Departments are review an analyzing student performance data based off supports from resources such as iReady Pathway and reviewing samples of Savvas to determine the best resource to meet students' academic needs in growth for both math and reading. Admin will utilize PD opportunities to send staff to in order to adequately implement resources to support student growth. Career Technical Education pathways are being utilized to promote early exploration of career pathways promoting career choices by students at the middle school level. This allows students an early jump on making life long career choices. Our administration team will review class sizes and the impact that has on student success and determine needs that may arise from student population data. Allowing administration data to drive decisions on adding staff based off of needs to help drive student success and growth by providing manageable class size along with the previous mentioned training and resources. Admin will also utilize resources to provide a daily school nurse to assist in promote health and well being of our students in order to rise attendance and keep students in school by providing needs as they arise.

Progress Monitoring:
Department Scope and Sequence living documents. Department vertical alignment of strategies, resources, and assessment.

Funding:
ESS Funding for tutoring support.

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: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the averaged combined science, social studies, and writing assessment scores for middle students by 5% as measured by 2025 KSA assessment results.

Objective(s):

Objective 1: FMS will increase the average science, social studies, and writing assessment scores through teacher learning opportunities.

Strategy:

KCWP 1: Design & Deploy Standards We utilize our PLC's to ensure the current curriculum(s) isvalid (e.g., aligned to state/essential standards, components that support the instruction and assessment, are paced with accuracy.

Activities:

Departments (science, social studies, and ELA) meet weekly in PLCs. Continued development of each department's scope and sequence document will be necessary to align all standards within a given department and grade level. Pacing will be adjusted via teacher input. 2024-2025 KSA results and released items will be reviewed and aid in adjustment of curriculum documents.

Progress Monitoring:

KSA Results

Funding:

Department Scope and Sequence living documents. Department vertical alignment of strategies, resources, and assessment. ESS (Teacher work days in the summer).

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
Increase our quality of school safety index from 63.3 to 71.6 as measured by 2025-2026 KSA results

Objective(s):
Objective 1 Help students respect each other's differences. (gender, culture, race, and ability)

Objective 2 Promoting an equitable culture/environment.

Strategy:
SecondStep SEL Curriculum, Warrior Way PBIS Anchors, MTSS System, Schoolwide Behavior Management, Schoolwide Positive Interventions

Activities:
RTI Lessons, Student Check-Ins with School Counselor, Teach Anchors in a variety of contexts, Monthly Meeting with MTSS Committee, Student Voice Committee, Warrior Report, Behavior Matrix, Warrior Cart

Progress Monitoring:
EduCLIMBER, Counselor Reports, Student Voice Survey

Funding:
Renaissance

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.