

MCMS CSIP 2025-2026

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*, *Baldrige*, 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.

MCMS Comprehensive School Improvement Plan (CSIP) Draft

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.

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[KCWP 1: Design and Deploy Standards](#)

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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.

Reading Objective:

By June 2026, the percentage of students, disability with IEP category scoring novice will decrease in Reading from 63% to 60%.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
 - Professional learning in HQIR
 - Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
 - Use of iReady tools of instruction (scaffolding and differentiation)
 - Regular PLCs
 - Leadership: Walk-throughs and feedback
 - Collaboratively review HQIR assessments
- District and School Level Compliance Checks of Due Process Procedures/PLCs

Progress Monitoring:

- Coaching Walk-through Data/Feedback & Monitoring Lesson Plans
- Data Analysis of Universal Screeners/KSA
- Assessment Review (Compare All vs Subgroups)
- District and School Level Compliance Checks of Due Process Procedures/PLCs Agendas/Minutes

Funding:

Title I: \$131,331.14, Mentor Teachers: \$2,000
Section 7= \$71,819.29
ESS= \$9436.60
District \$300,000

Math Objective:

By June 2026, the percentage of students, disability with IEP category scoring novice will decrease in Mathematics from 63% to 60%.

Strategy:

KCWP 2 & KCWP 3

Activities:

-Professional learning with deconstruction of standards

-Professional learning in HQIR

-Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)

-Use of iReady tools of instruction (scaffolding and differentiation)

-Regular PLCs

-Leadership: Walk-throughs and feedback

-Collaboratively review HQIR assessments

District and School Level Compliance Checks of Due Process Procedures/PLCs

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Funding:

Title I Funds, Mentor Teachers Funding

Section 7 Funds

ESS Funds

District HQIR Funds

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 June 2028, Morgan County Middle School will increase the combined Reading and Math Indicator from 55.2 to 65.0.

Reading Objective:

By June 2026, Morgan County Middle School will decrease students' performance in novice from 29% to 26%.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
- Professional learning in HQIR
- Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
- Use of iReady tools of instruction (scaffolding and differentiation)
- Regular PLCs
- Leadership: Walk-throughs and feedback
- Collaboratively review HQIR assessments

District and School Level Compliance Checks of Due Process Procedures/PLCs

Progress Monitoring:

- Coaching Walk-through Data/Feedback & Monitoring Lesson Plans
- Data Analysis of Universal Screeners/KSA
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Funding:

Title I Funds, Mentor Teachers: 6,000

Section 7 Funds

ESS Funds

District HQIR Funds

Math Objective:

By June 2026, Morgan County Middle School will decrease students' performance in novice from 37% to 34%.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
- Professional learning in HQIR
- Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
- Use of iReady tools of instruction (scaffolding and differentiation)
- Regular PLCs
- Leadership: Walk-throughs and feedback
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Funding:

Title I Funds, Mentor Teachers Funding

Section 7 Funds

ESS Funds

District HQIR Funds

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)	NA
Graduation Rate (high schools and districts only)	NA

Priority Indicator Goals:

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

Priority Indicator #1: Science, Social Studies and Combined Writing

Three- to Five-Year Goal:

By June 2028, there will be an increase in Science, Social Studies, and Combined Writing Index from 48 to 57.

Objective(s):

By June 2026, Morgan County Middle School will increase the Science index score from 32.6 to 35.6.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
- Professional learning in HQIR
- Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
- Use of iReady tools of instruction (scaffolding and differentiation)
- Regular PLCs
- Leadership: Walk-throughs and feedback
- Collaboratively review HQIR assessments

District and School Level Compliance Checks of Due Process Procedures/PLCs

Progress Monitoring:

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Funding:

- Title I Funds, Mentor Teachers Funding
- Section 7 Funds
- ESS Funds
- District HQIR Funds

MCMS DRAFT

Objective(s):

By June 2026, Morgan County Middle School will increase the percentage of students scoring proficient and distinguished in Social Studies from 40% to 43%.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
- Professional learning in HQIR
- Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
- Use of iReady tools of instruction (scaffolding and differentiation)
- Regular PLCs
- Leadership: Walk-throughs and feedback
- Collaboratively review HQIR assessments

District and School Level Compliance Checks of Due Process Procedures/PLCs

Progress Monitoring:

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Funding:

Title I Funds, Mentor Teachers Funding
Section 7 Funds
ESS Funds
District HQIR Funds

Objective(s):

By June 2026, MCMS will increase the percentage of students scoring proficient and distinguished in Combined Writing from 47% to 50%.

Strategy:

KCWP 2 & KCWP 3

Activities:

- Professional learning with deconstruction of standards
- Professional learning in HQIR
- Ensure students understand learning expectations (learning intentions, relevance of learning, and success criteria)
- Use of iReady tools of instruction (scaffolding and differentiation)
- Regular PLCs
- Leadership: Walk-throughs and feedback
- Collaboratively review HQIR assessments

District and School Level Compliance Checks of Due Process Procedures/PLCs

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Funding:

Title I Funds, Mentor Teachers Funding
Section 7 Funds
ESS Funds
District HQIR Funds

Priority Indicator #2**Three- to Five-Year Goal: Quality of School Climate & Safety**

By June 2028, MCMS will increase the quality and school climate and safety combined indicator rate from 71.3 to 81.3.

Objective(s):

By June 2026, Morgan County Middle School will increase the climate index score from 73 to 76.

Strategy:

KCWP 2

Activities:

- Professional learning with PBIS Compass (SEL)

- Anti-Bullying Programs
- Surveying students
- Professional Learning- Mental Health/Safety (KEDC)

Progress Monitoring:

- Monitoring PBIS implementation with adults
- PBIS Training/Behavior Trainings

Funding:

Title I Funds, Mentor Teachers Funding
Section 7 Funds
ESS Funds
District HQIR Funds
Mental Health Grant

Objective(s):

By June 2026, Morgan County Middle School will increase the safety index from 65.9 to 68.9.

Strategy:

KCWP 2

Activities:

- Professional learning with PBIS Compass (SEL)
- Anti-Bullying Programs
- Surveying students

Progress Monitoring:

- Monitoring PBIS implementation with adults
- PBIS Training/Behavior Trainings

Funding:

Title I Funds, Mentor Teachers Funding
Section 7 Funds
ESS Funds
District HQIR Funds

Updated 12/10/25

Evaluation of Kentucky Department of Education Key Core Work Processes

Design and Deliver Instruction

(How will they learn it?)

OPERATIONAL DEFINITION: All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.

GUIDING QUESTIONS FOR QUALITY PRACTICE

EVIDENCE OF PRACTICE BEING IN PLACE

- What processes are in place to ensure Tier I instruction meets the intent of the state standards?
- What processes are in place to ensure students have a clear understanding of learning intentions and can demonstrate mastery of success criteria?
- How is teaching and learning monitored before, during, and after instruction? How are next steps for improvement identified?
- How do teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning?
- How do teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement?
- What is the protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation?
- How does leadership ensure teachers design lessons that are relevant and responsive to students' cultural, social, and developmental needs?
- What systems of collaboration are in place in order to meet the Tier I educational needs of all students?
- How does leadership ensure teachers determine the most appropriate high-yield instructional strategies to implement in order to ensure congruency to the intended learning?
- What processes for analyzing student achievement data are used to measure the effectiveness of instructional resources and programs?
- What is the process used to measure teachers' instructional effectiveness based on quantitative and qualitative data?

- Professional learning with deconstructing of standards
- Professional learning in HQIR
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MCMMS

Evaluation of Kentucky Department of Education Key Core Work Processes

Design and Deliver Assessment Literacy

(How will we know they have learned it?)

OPERATIONAL DEFINITION: *Assessment literacy is present when a person possesses the assessment--related knowledge and skills needed for the competent performance of that person's responsibilities. Assessment literacy also consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence local educational decisions. In a comprehensive, balanced system, there are four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision making.*

GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<ul style="list-style-type: none"> • How does leadership ensure the creation of a balanced assessment system? • How are assessment results communicated to stakeholders? • How do teachers design assessments (formative and summative) to ensure validity and congruence to the standards, learning intentions and success criteria? • How do teachers and students utilize learning intentions, success criteria and feedback as tools to assess progress? • How does leadership ensure the school's grading system accurately reflects student learning of standards based content? 	<ul style="list-style-type: none"> -Professional learning with deconstructing of standards -Professional learning in HQIR -Ensure students understand learning expectations (learning intentions, relevance of learning and success criteria -Use of iReady tools of instruction (scaffolding and differentiation) -Regular PLCs -Leadership: Walk-throughs and feedback -Collaboratively review HQIR assessments -Teachers and students use learning intentions and success criteria to clearly understand the goal of the lesson and what success looks like. Teachers reference them throughout instruction to guide modeling, checks for understanding, and feedback. Students use them to self-assess, monitor progress, and identify next steps. Leadership Feedback—ensure alignment to the Kentucky Academic standards- LI, SC, R

MCMMS DISTRICT