



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools - MEECE MIDDLE

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to-five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Donnie Combs 09/26/2025



2025-2026 Phase One: Executive Summary for Schools - MEECE MIDDLE

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Meece Middle School was founded in 1965 and is part of the Somerset Independent School District. Somerset Independent Schools have a long and storied history with rich traditions which are held in high regard by all stakeholders. We have a student population of around 480 and are situated in Somerset, Pulaski County in South Central Kentucky. Somerset is a city of the 3rd class and has a growing and relatively diverse population for the region. Our minority population at Meece Middle School is around 25 %. Our free and reduced meal population is around 65.55%. Tradition runs deep within our community and local government and commerce organizations serve as wonderful resources for our students. Meece Middle School is currently undergoing renovations to the entire school as well as some other facilities within the district. The challenges facing Meece Middle School are to hold onto the traditions which make Somerset School district what it is while pushing forward to help develop students into future leaders who will leave MMS with the skills to be successful at the high school level and in life.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Meece Middle School's stakeholder groups include students, parents, staff, alumni, community partners, institutions of higher education, and the community in general. Students, staff, and parents are the primary stakeholders within our building and that is how educational decisions are focused, with students and student's growth being the number one priority. Stakeholders' involvement within our school in the improvement process starts with input from parents' students and staff through state mandated surveys, student voice surveys, and other surveys we administer within our building. Additionally, our 8th grade elects two students to set on our Superintendent Advisory Council. Lastly, our SBDM Council consist of 3 teachers, and two parent members one of which is also a minority member.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Meece Middle School is to work in partnership with the parents/guardians and the community to enable all of our students to reach their highest level of academic performance. In addition, we strongly encourage the development of creativity, independent thinking, physical well-being, social skills and self-worth in a caring environment where learning is valued by all. We take pride in helping students develop into leaders and throughout the school you will find signs which say, "be a leader not a follower." We believe that the students we work with each day are the future leaders of our community and this is reflected in our vision and our expectations for staff and students alike. We continue to work toward growth and refinement with aligned, rigorous, student-centered curriculum integrating 21st century skills. We also value student participation in clubs, organizations, the arts, and athletics. We believe in and work toward developing well rounded individuals capable of leading within their schools and communities when they leave Meece Middle School.

Notable Achievements

Describe the school's notable achievements in the last three years.

Meece Middle school has a highly successful athletic program with over 50 % of our student body participating in a sport activity. We have monthly club days with various clubs offered by teachers as well as several students led clubs or groups that meet weekly. We offer several accelerated classes which give students a chance to earn early high school credit. We work alongside community agencies to offer volunteer opportunities for students in Jr. Beta and other programs which require volunteer hours. Meece Middle School continues to push students not only to be leaders within our building but leaders in the community as well.

In the past 3 to 5 years and with recent changes in legislation, Meece Middle School has seen a slight uptick in non-resident student applicants. Our enrollment is currently around 480 students. Historically, this is a high number for our school.

Last year Meece Middle School was rated as a Yellow school, with that in mind leadership and staff have worked hard to implemented changes within the building to move Meece to the next level. We are currently one-to-one with technology that provides additional resources for enriching our student's education, we have also adopted new Math, Social Studies, Science and ELA curriculums with the intent to push our students to the next level.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Over the past couple of years, our students have struggled physically, emotionally, mentally and academically which have resulted in learning gaps. Our school is working diligently to identify these gaps in our students and implement strategies to improve them. We believe not only in educating our students in the basic content areas, but we also strive to educate our students on how to be productive citizens in the community they serve. We seek to develop our students academically,

emotionally, and physically. Besides striving to improve in all content areas, we have a devoted focus on making improvements in our math and reading scores in all grades by making math a priority along with establishing intervention strategies in every classroom to help all students achieve proficiency. We have brought a new curriculum into our RTI math and reading classes to help close achievement gaps. We are giving more attention to differentiation of instructions and we practice giving specific feedback to our students so that they specifically understand what the teacher wants them to focus on in their education.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

With our school being rated as a yellow school we know we have areas we must grow in. With that in mind leadership has taken an active role in focusing on instructional needs. At MMS student performance is measured in a variety of ways. The state accountability system measures student performance in the following manner: 5th grade students take the Kentucky State Assessment (KSA) in Reading, Math, Social Studies, Combined Writing (On Demand and Editing & Mechanics); 6th grade students take the Kentucky State Assessment (KSA) in Reading and Math, 7th grade students take the Kentucky State Assessment (KSA) in Reading, Math, and Science, and 8th grade students take the Kentucky State Assessment (KSA) in Reading, Math, Social Studies, Combined Writing (On Demand and Editing & Mechanics). Quality of School Climate and Safety Survey results from 5th – 8th grade students; and English Language Learner progress (although this has been a non-reported number in the accountability system for us due to less numbers of students than the reportable state minimum). Throughout the school year we use MAP to complete three benchmark assessments with all students to get an idea of where they will be on the KSA and to plan for interventions as needed. As an institution we ask teachers to place great emphasis on summative assessment and monitor these assessments through assessment alignment meetings throughout the school year. We also use PLC meetings to discuss student performance in their RTI classrooms and on MAP assessments. When looking at trend data we have seen growth in several areas over the past years. Our data indicates that our school is growing and moving in the right direction. Overall, our school is doing well but there is always room for growth, and we push toward achieving at the highest level, and becoming one of the top middle schools in the state.

To accomplish the goals of MMS, we must work intentionally to familiarize students with the assessment interface used on state assessment. We will do this by increasing the frequency by which students use Edulastic (Pear Assessment) for assessments, which closely mimics the KSA interface. We have incorporated assessment alignment meetings into our schedule to view and monitor classroom assessments to make sure they mimic KSA, focused on standards, and rigorous enough to show comprehension of materials. We must increase the ratio of Bloom's Taxonomy Level 2 questions and above on our summative and/or formative assessments with a target ratio of 30% Level 1 question: 70% Level 2 questions or above on summative assessments in core areas. We must also implement strategic

learning tools to help focus student learning on Kentucky Academic Standards. Finally, we must continue to focus on all core academic areas for increased student proficiency, particularly with our gap groups, and more specifically with our measured gap groups.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report - MEECE MIDDLE

2025-2026 Phase One: School Safety Report

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2025-2026 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes 07/22/2025

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the most recent date the school completed this discussion in the comment box.

If the answer is "no", please explain in the comment box.

Yes 08/05/2025

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.

Yes

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

If the answer is "no", please explain in the comment box.

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

If the answer is "no", please explain in the comment box.

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

If the answer is "no", please explain in the comment box.

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

If the answer is "no", please explain in the comment box.

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes



2025-2026 Phase Two: The Needs Assessment for Schools - MEECE MIDDLE

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Somerset Independent Schools requires all teachers & administrators to meet and review and analyze state assessment scores yearly (November 7th this year). During those meetings, the teachers and administrators are divided up into specific content areas to review & discuss those content areas.

First, the groups will look at the school CSIP from last year to determine if those targeted goals were achieved or not. If those goals were not achieved, then there will be a discussion on why those goals were not achieved and what hindered them from achieving those goals. There will be a determination if those goals need to be redefined and added to the current CSIP. They will also discuss additional

adjustments in their curriculum, instructional practices, etc. that need to be made moving forward. The district also has a district curriculum mapping day set into each instructional calendar... teacher have time to look over their curriculum maps and make adjustments as needed. School administration also meets with individual teachers to discuss curriculum maps and their progress on their curriculum map.

Secondly, each of the content areas groups will analyze the state assessment data to determine if there are any additional areas of concern that needs to be address in the current CSIP. If there are additional areas discovered, then they will develop strategies for addressing those areas of concern.

Third, if the target goals on the previous year's CSIP were made, then the groups will discuss what instructional practices and strategies helped achieve those results and determine if these need to be modified in any way.

Fourth, the different groups will then come together in the afternoon and share their findings with the rest of the faculty & staff. They will discuss instructional practices that they deemed effective and ineffective. Throughout the school year, teacher is required to have monthly PLC meetings, these meetings are held during the day and focus on grade level. During this time the grade level teachers along with administration discuss proficiency measures and or MAP assessment data. During these meetings teachers also discuss high level, researched based instructional strategies they have used in their class and how these strategies have gone during instructional time. During the review of this data the teacher analyze student growth and to discover the percentage of students that score in all performance levels. They discuss among themselves what high yield strategies were used to engage students during the instruction prior to those assessments and what results did those strategies provide. In addition, they identify standards or concepts that caused the biggest problem for the students on that assessment. Afterwards, they discuss and share ideas, strategies and interventions they can use to reteach the content (if needed).

Once a month each content area meets with the principal and district representative to go over Unit Assessments (Assessment Alignment). These assessments are looked at to make sure they are aligned to grade level standards, mirror the KSA assessment, and DOK of each question is determined.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

Proficiency Goal: By 2027, our school will increase the indicator score for reading to 60 and the indicator score for math to 55.

Objective - By 2025, increase percentage of students scoring proficient and distinguished to 51% in reading and 46% in math.

- In the area of reading according to KSA scores we did not meet our goal which we had set at 51% proficient and distinguished. We had 50% of our students score proficient and distinguished which is 1% below our goal.
- In the are of math according to KSA scores we did not meet our goal of students scoring proficient and distinguished which we had set at 46%. We had 44% of our students score proficient and distinguished which is 2% below our set goal.

Separate Academic Indicator Goal: By 2027, our school will increase content index scores- social studies score to 45; Science to 52 and writing to 57.

Objective: By 2025, increase percentage of students scoring proficient and distinguished to 38 in social studies, 42 in science and 48 in writing.

- In social studies (5th and 8th grades) - we missed our goal of 38% by having an average proficient/ distinguished score of 34 % which is 4% below the targeted goal.
- In science (7th grade) - we did not achieved out target goal which was set at 42%, our overall score was 38% which is 4% Below our target goal.
- In writing (5th and 8th grades) we did achieve our goal which was set at 48% proficient/distinguished. We achieved a score of 52% which is 4% above our target goal.

Achievement Gap Goal: By 2025, reduce the achievement Gap in reading and math proficiency rates for students with disabilities (IEP) compared to all students.

Objective 1:By 2025 reduce the percentage of students from the subgroup "students with Disabilities (IEP)" scoring Novice to 52% in reading and 48% in math.

- For the 2025 - 2026 school year in the area of reading when looking at the subgroup "students with Disabilities (IEP) we did meet our goal of reducing the Novice Percentage to 52% in reading. We had 50% score in the novice range which is 2% below what we set our goal at. In Math we did not meet our goal of 48%. We had 50% of our students in this population score Novice in math which is 2 points shy of our goal.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two

years from 204 in 2023-2024 to 288 in 2024-2025.

- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

- At the end of the school year in 2022-2023 we had a total of 651 Behavioral Referrals, at the end of the 2023-2024 school year this number had dropped to 625, and by the end of the 2024-2025 school year it had dropped again to 582.
- At this time last year which was the 2024-2025 school year we had 219 referrals right now this school year we are setting at 151. This would be a 31% drop.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.
 - 53% of students in 5th grade reading scored P/D on KSA
 - 47% of students in 6th grade reading scored P/D on KSA
 - 52% of students in 7th grade reading scored P/D on KSA
 - 47% of students in 8th grade reading scored P/D on KSA
 - 39% of students in 5th grade Math scored P/D on KSA
 - 40% of students in 6th grade Math scored P/D on KSA
 - 45% of students in 7th grade Math scored P/D on KSA
 - 50% of students in 8th grade Math scored P/D on KSA
 - 38% of students in 7th grade Science scored P/D on KSA

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- 35% of students in 5th grade Social Studies scored P/D on KSA
 - 33% of students in 8th grade Social Studies scored P/D on KSA
 - 55% of students in 5th grade Writing scored P/D on KSA
 - 48% of students in 8th grade Writing scored P/D on KSA
 - 54% of our students scored P/D on the 7th grade math Spring MAP assessment.
 - 48% of our students scored P/D on the 8th grade math Spring MAP assessment.
 - 48% of our students scored P/D on the 5th grade ELA Spring MAP assessment.
 - 49% of our students scored P/D on the 7th grade ELA Spring MAP assessment

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.
 - Survey Results and Perception data indicated 81% of our staff members participate in continuous professional learning based on identified needs of the school.
 - Survey Results and Perception data indicated 75% of our students feel welcome, accepted, and safe.
 - Survey Results and Perception data indicated 71% of our students feel staff at school care about them.
 - Survey Results and Perception data indicated 85% of our parent believe that the school expectations for the students are high.
 - Survey results and perception data indicated 100% of the school's teachers received adequate professional development.

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- The current condition of the school is an overall accountability color rating of Green based upon the Kentucky Summative Assessment. In the state assessment for reading and mathematics we have an indicator score of 66.1 which falls in the green rating.
 - In the state assessment for Science, Writing, and Social Studies we have an indicator score of 61.6 which falls in the green rating.
 - In the quality of school climate and safety, we had an indicator score of 69.3 which falls in the Green rating.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Math, the current 5th graders score combined percentage of 58.41 % proficient/ distinguished they have a winter MAP assessment goal of 61%.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Math, the current 6th graders score combined percentage of 36 % proficient/ distinguished they have a winter MAP assessment goal of 39%.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Math, the current 7th graders score combined percentage of 37 % proficient/ distinguished they have a winter MAP assessment goal of 45 %.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Math, the current 8th graders score combined percentage of 46 % proficient/ distinguished they have a winter MAP assessment goal of 50 %.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Reading, the current 5th graders score combined percentage of 50 % proficient/ distinguished they have a winter MAP assessment goal of 63%.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Reading, the current 6th graders score combined percentage of 40 % proficient/ distinguished they have a winter MAP assessment goal of 42%.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Reading, the current 7th graders score combined percentage of 34 % proficient/ distinguished they have a winter MAP assessment goal of 38 %.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Reading, the current 8th graders score combined percentage of 36 % proficient/ distinguished they have a winter MAP assessment goal of 50 %.
 - At the current time at Meece based upon the MAP assessment - test A (fall assessment). In Science, the current 7th graders score combined percentage of 20 % proficient/ distinguished they have a winter MAP assessment goal of 25 %.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
 - During the 2024-2025 school year we seen out Quality of school climate and safety indicator stay in the green area which shows that students feel safe being at Meece and enjoy being here. Also when looking at our MAP scores from last fall to last spring (2024-2025) school year we seen 7th grade math move from 48.18% P/D to 54.37 % P/D, we also seen 8th grade move from 46.51% P/D to 48.44% P/D.
 - Our 5th grade reading score jumped 10% in the proficient and distinguished area to 53%.
 - Our 6th grade reading score increased 9% to 50% proficient and distinguished, and our 8th grade score raised 7% to 47% proficient and distinguished and our 7th grade score 52% proficient and distinguished.
 - We saw growth in all grade levels in the area of math with 8th grade having 50% proficient and distinguished.
 - We saw growth in both grade levels in writing 5th grade improving by 11% and 8th grade improving by 7%.
 - We saw growth in 11 tested areas/grade levels and only 2 areas showed drops

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We will continue to work in conjunction with local stakeholders to help meet the behavioral needs and academic needs of our students.

We will also utilize knowledge gained from surveys to focus on key areas to offer a better learning experience for our students.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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 Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Purchased high quality materials for math and ELA RTI classes, monitoring student achievement to help with RTI placement. Implemented monthly grade level PLC meetings, Implemented Monthly Assessment Alignment meetings for departments after school.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

District continues to provide professional learning training for teachers. New teachers to the school have been placed in the new teacher academy. Curriculum coach meets with teachers on a regular basis to help with implementation strategies, standard alignment, observations, and assessments. New teachers observing veteran teachers to acquire instructional strategies. Research based programs have been implemented into the RTI classes, with RTI set up being changed to help with the implementation of these programs.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

We have classroom assessments for formative, our diagnostic and interim/benchmark would be our MAP assessments which we take three times a year. Then our summative assessment would be our KSA. Map and Classroom assessments are monitored and discussed during PLC meetings and our KSA data is analyzed during our district day and at a district level. Also, new Assessment alignment meetings have been implemented to monitor assessments to make sure they are mirroring the KSA.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

We have classroom assessments for formative, our diagnostic and interim/benchmark would be our MAP assessments which we take three times a year. Then our summative assessment would be our KSA. Map and Classroom assessments are monitored and discussed during PLC meetings and our KSA data is analyzed during our district day and at a district level. Also, new Assessment alignment meetings have been implemented to monitor assessments to make sure they are mirroring the KSA.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

All students get Tier 1 instruction, we have 40 minutes of RTI time scheduled into each grade level in which students get Tier 2 instruction. We also have teachers implementing more one on one instruction in our new MTSS setup during RTI times. Our assistant principal along with department heads monitor data to determine students who need these programs. We also have Tier 2 ELA and Math tutoring which is on Tuesdays and Thursdays after school starting in the Spring.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Within our school we have a full time ESL Instructional Assistant who works underneath the district EL teacher to provide support and services for EL students daily. Those students also attend core curriculum classes so that they do not miss out on primary instruction. We have also put in place a curriculum for these students and purchased many reading books within our library for these EL students to read.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Core Work Processes		•
 School Score Board	Score board for MMS	•



2025-2026 Phase Two: School Assurances - MEECE MIDDLE

2025-2026 Phase Two: School Assurances

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

● N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

● N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ Yes

☐ No

☐ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan - MEECE MIDDLE

2025-2026 Phase Three: Comprehensive School Improvement Plan

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (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. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the 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).

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.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name



MMS CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MMS CSIP	CSIP	• 1

MEECE MIDDLE SCHOOL

2025-2026

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*, *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.

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):

By 2026, reduce the achievement Gap in reading and math proficiency rates for students with disabilities (IEP) compared to all students.

Strategy:

Student Support [KCWP 5: Design, Align and Deliver Support](#)

Activities:

1. Using data from various formative assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.
2. Utilize our grade level PLC protocol to analyze student performance and to share high yield instruction strategies and monitor feedback to help reduce any learning gaps identified.
3. Monthly Special Education PLC's with special education director to discuss strategies to help student performance and novice reduction (Special education teacher will also be invited to grade level PLC meetings to discuss students they are familiar with)
4. Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient (reduce novice) and to reduce any learning gaps identified.

Progress Monitoring:

Monitoring will take place in summer and fall. Notes will be added here.

Funding:

Section 6 and ESS

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 2029, our school will increase the index score for reading to 69 and the index score for math to 66.

Objective(s):

By 2026, increase percentage of students scoring proficient and distinguished to 52% in reading and 56% in math.

Strategy:

Curriculum [KCWP 1: Design and Deploy Standards](#) & [KCWP 2: Design and Deliver Instruction](#)

Assessment [KCWP 3: Design and Deliver Assessment Literacy](#) & [KCWP 4: Review, Analyze and Apply Data](#)

Activities:

1. Continue the implementation of school-wide use of supplemental resources in-school and during after school tutoring to help close the learning gap in reading and math.
2. Schedule to have teachers within the building to visit other school within the district
3. Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.
4. Ensure the daily content learning target in each class is communicated and understood by all students. (I can statement is written down daily in agenda books or on board for students to see and goal setting discussions during the school year)
5. Continue classroom activities and lessons based on student engagement strategies (i.e Thoughtful Education/KAGAN, Google classroom, computer based, hands-on, and/or small groups, instead of lecturing).
6. Use district approved and provided resources for math and ELA, (Reveal Math, Study Sync writing companion, Aleks, and simple solutions).
7. Offer literacy night for students and their families (during Book Fair Week).
8. Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.
9. I Ready to be used in RTI classrooms
10. Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP, STAR Reading and monthly proficiency assessments).
11. Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs. (Assessment Alignment Meetings)
12. Monitor curriculum maps using checklist to ensure required components are present and teacher have a road map to guide to finish line.
13. Implement technology for collection of student data in Proficiency Measures and other formative assessments (Aleks, Google classroom, Go Guardian, computer lab, etc).
14. Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for reading and math, and other meaningful writing pieces throughout the year in all classes RACE)

Progress Monitoring:

Monitoring will take place in summer and fall. Notes will be added here.

Funding:

Title V, Title II, Textbook, Gear Up, KETS, PD

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	Yes
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:

By 2029, our school will increase content index scores in social studies to 55; Science to 61; and writing to 72.

Objective(s):

By 2026, increase percentage of students scoring proficient and distinguished to 36 in social studies, 39 in science and 54 in writing.

Strategy:

Curriculum [KCWP 1: Design and Deploy Standards](#) & [KCWP 2: Design and Deliver Instruction](#)

Activities:

1. Continue the implementation of school-wide use of supplemental resources in-school to help close the learning gap in social studies and science.
2. Schedule to have teachers within the building to visit other school within the district
3. Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.
4. Ensure the daily content learning target in each class is communicated and understood by all students (I can statement is written down daily in the online agenda book goal setting discussions during the school year)
5. Continue classroom activities and lessons based on student engagement strategies, for example Thoughtful Education/KAGAN, research based high yield instruction strategies, Google classroom, hands-on, and/or small groups, instead of lecturing.
6. Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.
7. Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP and monthly proficiency assessments).
8. Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs.
9. Monthly Assessment Alignment Meeting to ensure rigor of assessment and make sure they mirror KSA
10. Implement technology for collection of student data in Proficiency Measures and other formative assessments (Google classrooms, Go Guardian, computer lab, etc.).
11. Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for science, social studies and other meaningful writing pieces throughout the year in all classes, RACE.)

12. Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage-based prompts) in English Language Arts classes.
13. Utilize Digital Learning Coach within the building to help with technology needs
14. Provide on-going professional development for middle school best practices (Thoughtful Education, student engagement, differentiation classroom management, curriculum alignment, novice reduction strategies).

Progress Monitoring:

Monitoring will take place in summer and fall. Notes will be added here.

Funding:

Title II, Title V, ESS, Gear up, KETS, PD

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By 2029 we will show growth in our ELL population by increasing the average score on our Access assessment.

Objective(s):

By 2026 increase the average Access score for students identified as ELL.

Strategy:

Support - KCWP 5: Design, Align and Deliver Support

Activities:

1. Utilizing our Migrant staff to implement interventions and strategies to focus on improving the student's reading comprehension and skills.
2. Train teachers in best practice strategies to increase academic performance in all ESL students.
3. Utilize our PLC protocol to analyze student performance and to share high yield strategies and monitor feedback to help reduce any learning gaps identified.
4. Provide ESL staff for small group instruction of English.

Progress Monitoring:

Monitoring will take place in summer and fall. Notes will be added here.

Funding:

Migrant, Title IV

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2029 we will show that we are providing a safe and enriching environment for student learning with an increase in the quality of school climate and safety indicator.

Objective(s):

By 2026 we will increase our indicator score on our quality of school climate and safety survey.

Strategy:

Student Support [KCWP 5: Design, Align and Deliver Support](#) & [KCWP 6: Establishing Learning Culture and Environment](#)

Activities:

1. Continue developing the mentoring program for students identified as being at-risk and those who have barriers to effective learning.
2. Continue to implement a school-wide incentive program that rewards students who maintain or increase academic achievement, attendance and/or good behavior. (Positive office referrals, no referrals rewards, leadership groups, Peer Mentoring)
3. Continue monthly character salute program to recognize students and staff members for the character attribute of the month.
4. Continue to focus staff and students on MMS expectation to provide a safe/engaging classroom and school environment.
5. Continue to provide expected teacher supervision of students during non-instructional time-periods: to and from exploratory classes, to and from lunch, between classes, recess or outside breaks, morning duty and evening student release.
6. Provide monthly guidance lessons for each grade, focused on respect and other positive character traits.
7. Continue parent/teacher communication and parent involvement in various aspects of school through grade level/classroom using Parent Square, teacher and school webpages, updated grades in Infinite Campus Portal, open house, parent-teacher conferences.
8. Support and utilize Family Resource/Youth Service Center resources.
9. Monitor to ensure effective learning is occurring throughout the school.
10. Celebrate student achievements as a school
11. Classroom support for students using teachers, guidance staff, and FRYSC when needed.

Progress Monitoring:

Monitoring will take place in summer and fall. Notes will be added here.

Funding:

SBDM, Section 6, FRYSC



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year) MEECE MIDDLE

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented
2026-27 School Year)

Meece Middle School
Donnie Combs
210 Barnett Street
Somerset, Kentucky, 42501
United States of America

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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. [704 KAR 3:035](#) establishes the annual professional development plan.

Per Section 2, "Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan."

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

- (1) A clear statement of the school or district mission;
- (2) Evidence of representation of all persons affected by the professional development plan;
- (3) A needs assessment analysis;
- (4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- (5) A process for evaluating impact on student learning and improving professional learning, using evaluation results."

1. Professional Development Plan

What is the school's mission?

The mission of Meece Middle School is to work in partnership with the parents and community to enable all students to reach their highest level of academic performance and to develop their creativity, independent thinking, physical well-being, social skills, and self-worth in a caring environment where learning is valued by all.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development**?

Teachers completed a questionnaire about professional development needs and the following data shows the greatest needs of our teachers. The most requested PD district wide were Vibrant Learning and Research Based Instructional Strategies followed closely by Classroom Management and High Quality Instructional Resources training.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

See below

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The first area is Vibrant Learning. This has been a state initiative, and teachers feel they need more training to be able to implement more vibrant learning experiences into their classrooms. The goal of professional development about vibrant learning is for teachers to understand what vibrant learning is and is not, create vibrant learning experiences from the lessons and curriculum they already use, and implement those lessons into their classroom.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The outcome of the professional development is for students to participate in and experience vibrant learning.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

- Principals and other administrators will conduct walk-thru to document implementation of vibrant learning in classrooms throughout the year.

During PLC meetings, teachers will discuss examples of vibrant learning experiences used in their classrooms.

- Teachers and Administrators
- PLC meetings occur monthly and walk-thru data is reviewed quarterly.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Teachers will include more vibrant learning experiences for students into classroom lessons as measured by walk-thru data and PLC protocols

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

All classroom teachers

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

- Title II funds will be used to support some of the professional development work. We will be using ElevatEd staff to complete the initial training for Vibrant Learning.
- The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.
- Materials for the training will include items provided from the ElevatEd workshop facilitators as well as information from KDE. Teachers will also use their High Quality Instructional Resources to find lessons that can be made more vibrant.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics

consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

See below

a. What are the specific **objectives** (long-term and short-term) for this professional development?

The first area is Research Based Instructional Strategies. This is a continuing district initiative. The goal of professional development on Research Based Instructional Strategies is for teachers to understand how Visible Learning Research can show us best and worst instructional practices for the classroom. Teachers can increase the implementation of strategies that have a higher impact, or effect size, while reducing the use of strategies that do not show positive impact on student learning and acceleration.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The outcome of the professional development is for students to participate in and experience research based instructional strategies that lead to accelerated student learning.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

- Principals and other administrators will conduct walk-thru to document implementation of Visible Learning strategies in classrooms throughout the year. During PLC meetings, teachers will discuss examples of research based instructional strategies used in their classrooms.
- Teachers and Administrators
- PLC meetings occur monthly and walk-thru data is reviewed quarterly.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Teachers will include more research-based strategies for students learning into classroom lessons as measured by walk-thru data and PLC protocols.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All classroom teachers.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

- Title II funds will be used to support some of the professional development work. We will be using books and materials from Visible Learning research by John Hattie.
- The initial training will begin in May of 2026 and events will take place throughout the school year 2026-2027.
- Materials for the training will include items provided from the Visible Learning texts including The Illustrated Guide to Visible Learning and 10 Mindframes for Visible Learning.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Each building has a curriculum coach to provide ongoing support to teachers as they implement vibrant learning experiences into their lessons for the students.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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