Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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**.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient on the KSA assessment in Reading from 45.6% to 55.6% by 9/29/2025	KCWP1: Design and Deploy Standards	1. Provide six workdays throughout the school year for teachers to receive coaching on developing standards-aligned curriculum.	Workday sign –ins and agendas: Revised and updated Curriculum Maps from 100% of teachers.	Sign in sheets were collected to show compliance. Revised and updated Curriculum Maps were saved to the District Wide Google Drive.	Title I and Professional Development Funds
		2. Complete training on "Student Friendly Learning Target"with Thoughtful Ed.; deconstructing standards and creating learning targets.	Teacher created a learning target list. "Post-Discuss-Reference" (PDR) strategy used in classrooms as evidenced from observations.	Training completed with Rick Fisher during grade level PLC's on 8/30/2022.	SBDM Funds
	KCWP 2 Design and Deliver Instruction	1. Develop standard aligned lessons and upload lesson plans into the shared lesson plan folder on Google Drive weekly.	Increase reading scores for students.	-District wide lesson plan format deployed July 2022. -Lesson plans submitted weekly to Google Drive shared folder -Checklist for Lesson Plans completion submitted to Instructional Supervisor weekly.	N/A
		2. Utilize Gear UP reading Tutors to help with reading RTI.	75% of students pulled for Gear Up tutoring will show growth on their MAP assessments		Gear Up Funds
		3. Implement "3C Word Wall" strategy from Tools for a Successful School Year by Thoughtful Education.	Increase in student achievement.	Training was completed during Grade Level PLC's on	SBDM Funds

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	1. Provide specific reading instructional strategies for teachers during content PLC's with KDE Continuous Improvement Coach.	ELA teachers will receive grade-level specific reading content training. Strategies will be used in instruction as evidenced in observations.		KDE: Continuous Improvement Coach
		2. Ensure that literacy strands are embedded within lesson plans for each grade level.	Teachers and curriculum specialist will review the literacy strands in each teacher's lesson plan for ELA in the shared Google Drive.		N/A
	KCWP 4: Review, Analyze and Apply Data	1. Conduct Curriculum-Instruction-Assessment (CIA) meetings on a regular basis to reinforce instructional focus and review data with principals, district administrators and curriculum coaches.	Sign-ins and agendas from each meeting will reflect communications, content discussed, etc.	CIA meetings on July 2022, October 31st	N/A
	KCWP 5: Design, Align and Deliver Support	1. Continue to use Successmaker for Reading intervention	Student reading scores will improve.		ESSER funds
		2. Encourage participation of accelerated learners in the WordMasters Challenge, providing them with vocabulary lists	90% of G/T students will complete with comparable skill.		General Funds
		3. Continue to implement Accelerated Reader (AR) to improve reading scores.	50% of students will grow at least one grade level on the STAR Reading Assessment by May 2023.		Gear Up
		4. Complete training with Kentucky Writing Project "Teaching Students to Make Inferences (Multiple Meanings)"	Student reading scores will improve.		SBDM funds

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	1. Host Parent/Family Engagement nights; Literacy Night and a "Gallery Walk" Night.	We will have 100 students attend these events with their families.		Title 1 Family Engagement
Objective 2: Ensure that 60% of students will meet their expected growth goals in reading and math by 5/30/2025 as measured by NWEA MAP spring assessments	KCWP 2: Design and Deliver	1. Develop standard aligned lessons and upload lesson plans into the shared lesson plan folder on Google Drive weekly.	Increase math scores for students	District wide lesson plan format deployed July 2022. Lesson plans submitted weekly to Google Drive shared folder Checklist for Lesson Plans completion submitted to Instructional Supervisor weekly.	N/A
		2. Continue to provide reading and math tutoring during ESS to support and provide additional instruction	ESS tutors will provide support services for at least 100 students.		ESS Funds
		3. Conduct vertical alignment focused on reading and math within the district and school level.	Standards are covered within curriculum maps and reviewed bi-yearly for pacing of materials	July 2022-review during curriculum PD days at each school AES-CCMS alignment December 2022	N/A
		4. Complete a transitional switch for teachers in math and reading (specifically) to help identify key skills needed by each transition from building to building.	100% of identified teachers will have the opportunity to complete a survey and participate in the transitional switch.		N/A
		5. Provide teachers with a survey that addresses key skills for their specific grade transitions	100% of core content teachers within identified grade level will have the opportunity to complete the survey and participate in the transitional switch.		N/A

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		4th-5th grade and 8th to 9th grade.			
		6. Utilize the shared assessment bank from the district with currently released test items in reading and math.	Shared Google Drive for Assessment Materials		N/A
		7. Continue to utilize the Simple Solutions books in math and Reading for spiral review and practice of content.	Increase in reading and math scores.		Title 1
	KCWP 4: Review, Analyze and Apply Data	1. Maintain school data board (digital) during PLC time that provides for up to date visual evidence for students' academic progress, behavior, attendance, and grades.	Data boards are accessible to 100% of teachers. 100% of staff participate in contribution/review of data during PLC's		N/A
		2. Continue MAP assessment (NWEA) three times annually for progress monitoring of the success level of various RTI strategies.	School calendar will reflect 100% compliance		Title I
		3. Utilize Edulastic to provide standard based practice questions and tests to align with the KSA grades 5-8.	100% of students who take the KSA will have practiced with sample test and questions prior to spring state testing.		School Funds Gear UP
	KCWP 5: Design , Align and Deliver Support	1. Provide funding for at least three teachers to attend conferences, training, and/or workshops in reading and math.	Attendance certificates and follow up review will ensure use of new training.		State Funds Title I Part A
		2. Continue to utilize Successmaker for math individualized instruction at CCMS	Students will improve on math scores.		ESSER funds

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	1. Attend three day PBL 101 professional development to create deeper learning for our students through project/problem based learning.	100% of the Deeper Learning team will complete the trainings		Deeper Learning Grant
Objective 3: Increase the percentage of students scoring proficient on the KSA assessment in math from 39.4% to 49.4%	KCWP 2: Design and Deliver	1. Continue to provide teachers opportunities to participate in aligned, research-based professional development on math practices and interventions (i.e., Kentucky Center for Math, GRREC, KDE).	Observations will find new strategies in place in math classes		State Funds
		2. Continue Noetic Math competition for teams of G/T students in grades 2-6 to compete nationally in math.	All teams will successfully compete on the national level.		Title I Part A
		3. Provide specific Math instructional strategies for teachers during PD days at the beginning of the year.	Math teachers will receive grade-level specific Math content training during PD	GRREC PD during 8-2022	TItle I
		4. Continue to utilize Reflex Math to help with math fluency.	Students will improve on math skills		Title I
		5. Use tutoring services for students at CCMS with Sylvan Learning practice ACT exam and ACT skill builder exercises.	75% of the students using the program and tutoring services will increase their composite score by 2 points.		Gear Up Program
		6. Continue to use SAVVAS curriculum resources licenses for student use to improve math scores.	50% of students will increase MAP math scores by two points.		ESSER Funds
		7. Purchase and utilize Mastery Prep to improve math scores	75% of students will increase ACT math scores by two points on the ACT assessment.		Gear UP Funds

Goal 1 : Increase the average combined reading and math proficiency percentages from 43.5% to 52.5% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and guide instruction for students.			
		8. Utilize Gear UP math tutors to help with math RTI.	75% of students pulled for Gear Up tutoring will show growth on their MAP assessments		Gear Up Funds
	KCWP 4: Review, Analyze and Apply Data	1. Purchase Edulastic to help track students' progress and to allow students to practice KSA-type tests with students.	75% of teachers will use Edulastic to help generate similar KSA exams that align with Kentucky Academic Standards.		Gear Up Funds
	KCWP 6: Establishing Learning Culture and Environment	1. Complete training with the Kentucky Center for Mathematics (KCM) on implementing family engagement nights for math.	The school will host two family engagement nights especially for math in the fall and spring semesters.		Kentucky Center for Mathematics

2: State Assessment Results in science, social studies and writing

Goal 2 : Increase Separate Academic Indicator KSA scores (Science, Social Studies, and On-Demand Writing) from 34.3% to 44.3% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the percentage of students reaching proficiency on the KSA science assessment from 31.1% to 41.1% by 5/29/2023.	KCWP 2: Design and Deliver Instruction	1. Continue to provide funding for Generation Genius to be used in Science classrooms.	Number of students achieving proficiency in science will increase by 10%.		Title I
		2. Continue to conduct a science fair for all grade levels to feature their science experiments and projects.	100% of students will have the opportunity to participate.		N/A
		3. Use TestNav and other released items to provide science assessment practice to all students grades 5-8	100% of students will have the opportunity to use the practice exams prior to the spring KSA.		N/A
	KCWP 5: Design, Align and Deliver Support	1. Science teachers complete training with Army Corps of Engineers to implement hands on learning in the science classroom.	100% of science teachers will complete the training and implement strategies in their classrooms as evidence in observations.	Training completed July 2022	US Army Corps of Engineers
		2. Science teachers will complete training with Farm Bureau implementing agriculture standards into the science classroom to help make more real-wold connections.	100% of science teachers will complete the training. Strategies will be implemented and evidenced in observations.	Training completed on 8/2/2022	Kentucky Farm Bureau
	KCWP 6: Establishing Learning Culture and Environment	1. Continue to conduct and host a science fair during the Science Family Night	100% of students will be expected to produce a product for the science fair.		TItle I Parent/Family Engagement
Objective 2: Increase the number of students achieving proficiency in On-Demand Writing on KSA assessments	KCWP 2: Design and Deliver Instruction	1. Continue to collaborate with the 4-H program to give an opportunity to compete, give a venue and awards for student speeches.	At least 85% of all students will write and deliver a 4-H speech.		Clinton County Cooperative Extension Agency and 4-H Program.

Goal 2 : Increase Separate Academic Indicator KSA scores (Science, Social Studies, and On-Demand Writing) from 34.3% to 44.3% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
from 35.8% to 45.8% by 5/29/2023.		2. Provide teachers at each grade level with writing exemplars to use with students.	100% of teachers utilize exemplars in writing instruction		N/A
		3. The school's writing plan will be implemented through a school wide writing portfolio program for all students.	Students will contribute writing pieces to their writing portfolio from each of their classes; Math, ELA, Science, Social Studies, Study Skills and their Related Arts classes.		N/A
		4. Use TestNav and other released test items to provide on-demand assessment practice to all students.	100% of students will have the opportunity to use the practice exam prior to the spring KSA		N/A
	KCWP 5: Design, Align and Deliver Support	1. Conduct trainings with ELA teachers in conjunction with the Kentucky Writing Project	100% of ELA teachers will participate. Strategies used will be evidenced in observations.		School Funds
		2. Conduct trainings with a KDE Continuous Improvement Coach in writing strategies.	100% of ELA teachers will participate. Strategies used will be evidenced in observations.		KDE Continuous Improvement Coach
		3. Continue to use Simple Solutions Grammar for grades 5-8 for retrieval practice of content throughout the year.	Student scores on the Editing, Mechanics portion of the KSA will improve.		Gear Up Title 1
Objective 3: Increase the number of students achieving proficiency or higher in Social Studies on the KSA assessment from 35.9% to 45.9% by 5/29/2023.	KCWP 2: Design and Deliver Instruction	1. Continue to utilize Study Island to provide standards based instruction for Social Studies.	100% of students will have access to Study Island		Title I
		2. Incorporate Document Based Questions (DBQ) into classroom instruction.	Increase student achievement on the KSA.		SBDM Funds
	KCWP 3: Design and Deliver Assessment Literacy	1. Continue to implement SAVVAS curriculum and resources in social studies classrooms.	Increase student achievement on the KSA.		ESSER Funds

Goal 2 : Increase Separate Academic Indicator KSA scores (Science, Social Studies, and On-Demand Writing) from 34.3% to 44.3% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		2. Use TestNav to provide social studies assessments and other practice questions to students.	75% of students will have the opportunity to take one practice KSA assessment		N/A
	KCWP 5: Design, Align and Deliver Support	1. Provide Farm Bureau Teacher training for teachers in how to blend social studies and agriculture standards and lessons.	100% of Social Studies teachers will complete the training. Strategies will be evidenced for implementation in observations.	Training completed on 8/2/2022	Kentucky Farm Bureau
		2. Utilize Scholastic Magazine (social studies focus) subscription to support reading in the content.	Increase student achievement on the KSA social studies assessment.		Gear Up
	KCWP 6: Establishing Learning Culture and Environment	1. Continue to provide opportunities for students to be actively involved in the legislative process through participation in KYA/KUNA	Students will be offered the opportunity to participate in the KYA/KUNA conference.		General Funds
		2. The school will continue to host the "Living History/Character Tableau" during the Social Studies Family Night	Students will participate in the Living History/Character Tableau event.		TItle I Parent/Family Engagement

3: 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 (objectives).

Goal 3: Decrease the achievement gap to proficiency rate of all students and each student group by at least 50% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Decrease the percentage of free and reduced lunch students scoring at the novice level in reading and math by at least 20% by 5/29/2023 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	1. Provide training for teachers to develop new instructional strategies for reaching the lowest achieving students in their classrooms.	90% of teachers will attend training and implement new strategies in classrooms, as evidenced in walkthroughs.		N/A
	KCWP 4: Review, Analyze and Apply Data	1. Analyze student achievement by gap groups relative to state, district, and school assessment systems.	Assessment data will be analyzed for gap group comparison and appropriate action plans will be developed.		N/A
	KCWP 6: Establishing Learning Culture and Environment	1. Provide access to professional development for the district in instructional strategies, social and emotional learning, instructional modeling, and professional learning communities to ensure quality of instruction is taking place in classrooms.	100% of teachers will have the opportunity to participate in PD topics to improve learning in their individual classrooms.	Mini Conference August 2022.	Professional Development Funds
		2. Offer ESS sessions during holiday breaks; Fall Break, Winter Break, Spring Break.	Students who attend and participate in these sessions will improve their grade in their classroom		ESS

Goal 3: Decrease the achievement gap to proficiency rate of all students and each student group by at least 50% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: Increase the number of whose parent/guardian had at least one teacher conference in-person or virtual by 10% as compared to the previous school year FY 21-22 as measured by school parent conference records at each school.	KCWP 5: Design, Align and Deliver Support	1. Invite EL parents to attend Family Night meetings at schools to discuss student needs and progress.	EL Family Nights sign in sheets		Title 1/Migrant Program
		2. Continue to host Family engagement nights for Literacy, Math, Social Studies and Science	A family engagement night will be held at least once per semester.		Title I Parent/Family engagement.
		3. Utilize Google Meet (or other technology) as an option for meetings and/or parent/teacher conferences	Technology will be used to conduct parent meetings/conferences when in-person is not an option.		N/A
	KCWP 6: Establishing Learning Culture and Environment	1. Conduct parent conferences during the school year to discuss individual student KSA scores once they are available.	Individual KSA student scores will be distributed during a Fall semester Parent Night.		Title I Parent/Family Engagement
		2. Conduct beginning of the year parent/student orientation prior to the start of school.	Orientation Nights will be held prior to the start of the new school year.		Title I Parent/Family Engagement
		1. Provide all parents with a school calendar in English and Spanish at parent involvement nights at the beginning of the school year along with other school information in Spanish	100% of EL parents attending meetings will receive a calendar for the up-and-coming school year.		Title I Funds
Objective 3: Decrease the number of students with disabilities scoring at the novice level in reading and math by at least 20% by 10/21/2023 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	1. Provide training through GRECC to assist special education teachers in employing evidence-based instructional strategies.	100% of participating teachers will indicate usage of new classroom strategies with students with disabilities.		IDEA B Funds
	KCWP 5: Design and Deliver Support	1. Purchase special education testing materials to evaluate student learning.	F-75s and PO for purchases made with the special education and finance department		IDEA B Funds

Goal 3: Decrease the achievement gap to proficiency rate of all students and each student group by at least 50% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		2. Review lesson plans to ensure that special education modifications are being provided to address specific needs of students identified in the students' IEP.	Modifications are outlined in lessons addressing students with disabilities.		N/A
		3. Participate in the Districtwide Special Education Committee to meet and discuss issues addressing students with disabilities	The school will send representatives to participate in the committee regularly.	1st Meeting 10/13/2022	N/A
		4. Provide mentors for students with disabilities to assist as proctors with assessments and modifications throughout the year.	75% of the students identified for a mentor will move one assessment indicator for their next standardized KSA test.		N/A
		5. Participate in the TSI webinar hosted by KDE.	School leadership will participate in the webinar.	Completed 11/2/2022	KDE
		6. Participate in TSI professional development training and webinars as provided by KDE (Elevating Evidence, Using Databases and Clearninghouse, Study Design, Evaluating Intervention, Understanding Education Statistics, etc.)	School leadership and faculty will participate in the training and webinars.	Completed on 12/9/22	KDE
		7. Purchase resources to specifically use in small group instruction with students with disabilities.			IDEA B Funds SBDM Funds

4: English Learner Progress

Goal 4: Have at least 80% of all EL students showing growth according to the Kentucky Accountability System with Assess Assessment					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Decrease the number of EL students scoring at the novice level in math and reading by 10% by 9/29/23 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	1. Continue to utilize the district subscription of Rosetta Stone for use with ELL students to improve reading and speaking skills in English	ELL students will improve reading skills.		Title V funds
		2. Create a class specific for EL students to complete the Rosetta Stone curriculum.	Increase EL student achievement on the Access test.		N/A
	KCWP 5: Design, Align, and Deliver Support	1. Provide all parents with a school calendar in English and Spanish at parent involvement nights at the beginning of the school year along with other school information in Spanish	100% of ELL parents attending meetings will receive a calendar for the school year.		Title 1 Parent/Family Engagment funds
		2. Invite ELL parents to attend Family Night meetings at schools to discuss student needs and progress	ELL Family Nights sign in sheets		Title I/Migrant Program
Objective 2: Increase number of EL student who achieve a composite score of 5.0 on the Access Assessment by 20%.	KCWP 1: Design and Deploy Standards	1. Educate migrant, Hispanic families on school culture, Kentucky Academic Standards, school council policies and transitions using family orientations and student records.	Family orientations will be utilized to educate migrant, Hispanic families.		N/A
	KCWP 5: Design, Align and Deliver Support	1. Provide summer experiences for migrant students to boost academic achievement.	Summer experiences will be made available to 100% of participating students		Migrant Funds
		2. Purchase headphones for EL students to use with online programs.	Increase EL student achievement on the Access test.		Title I

Goal 4: Have at least 80% of all EL students showing growth according to the Kentucky Accountability System with Assess Assessment					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		3. Utilize a van purchased by the District to use as a mobile learning lab for migrant faculty and staff as they are completing home visits to families and students.	Increase student scores on the Access test.		Migrant Funds

5: Quality of School Climate and Safety

Goal 5 : Improve the climate and safety status from 65.1% to 71.1% by 5/29/2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students who have a positive view on the school climate from 68.8% to 78.8% by 5/29/2025.	KCWP 5 Design, Align and Deliver Support	1. Provide opportunities for 7th and 8th grade students with activities during the summer to provide career and college exploratory.	50% of students from the 8th grade have determined a pathway by their freshman year in high school.		Gear Up
		2. Complete training from "Tools for a Successful School Year" "Chapter 1: Establishing Organization, Rules, and Procedures." from Thoughtful Education	Strategies from the training will be implemented in classrooms and evidenced in observations.	Training completed during Summer PD and 1st Term Grade Level PLC's.	SBDM funds
		3. Complete training in classroom management from "The Effective Teacher" series by Harry Wongs.	Strategies from the training will be implemented in classrooms and evidenced in observations.	Completed 8/1/2022	Title I
	KCWP 6: Establishing Learning Culture and Environment	1. Host a Kick Off Event for Gear Up; motivational speaker for all students in grades 7th and 8th.	100% of students in the 7th and 8th grade will have the opportunity to listen to a guest motivation speaker.	Completed on 11/16/2022	Gear Up
		2. Continue to have new teachers participate in the New Teacher Academy experience with a mentor teacher.	Teachers participating in the academy will show use of strategies from the session as evidenced in observations.		General Fund
		3. Recognize student achievement regularly at school board meetings to reward positive student behavior	Increase in survey results on the KSA School Climate survey.		N/A
		4. Provide a Gear Up Family night with various college and businesses along with school personnel for parents and	100% of students in the cohort grades will have the opportunity to participate		Gear Up

Goal 5 : Improve the climate and safety status from 65.1% to 71.1% by 5/29/2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		students in 7th and 8th grades at CCMS.			
		5. Utilize a new coordinator for dealing with suicide prevention and mental health through the new GLS Grant.	Decrease the number of students who need mental health services.		GLS Grant
		6. Continue to implement the House Point System/PBIS to encourage positive behavior and work ethic.	Improved survey results from the KSA School Climate survey.		SBDM funds
		7. Create and convene parent advisory councils to review and have input on Title 1 policies.	Sign in sheets, agendas and meetings from the parent advisory council.		Title 1 Parent/Family Engagement
Objective 2: Increase the view of students on school safety from 61.3% to 71.3% by 5/29/2025.	KCWP 6: Establishing Learning Culture and Environment	1. Attendance incentive program for students to attend school on a regular basis.	Attendance percentages will increase by 5 overall points from the previous school year.		General Fund
		2. Continue to implement the PBIS program for positive behavior.	Discipline and suspension numbers will decrease.		General Fund
		3. Provide a Health Service Liaison to assist students with improving their behavior and to provide risk assessments for students throughout the district.	Decrease the number of behavior interventions that are needed.		Title IV
		4. Provide a School Resource Officer from the district to work with school administrators and district leaders to deter discipline related issues and threats from inside and outside of school.	Improved survey results from the KSA School Safety survey.		General Fund

Goal 5 : Improve the climate and safety status from 65.1% to 71.1% by 5/29/2025.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
		5. Continue to implement the House Point System/PBIS to encourage positive behavior	Improved survey results from the KSA School Safety survey.		SBDM funds	
		6. Provide an assembly with Michael DeLeon "Steered Straight" about drug use for students, faculty, staff, and parents.	The number of disciplines referred for drug related incidence will decrease.		FRYSC/ASAP	
		7. Continue to use Suite 360 program and curriculum to address social and emotional learning	Decrease the number of discipline incidences.		ESSER funds	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response: *School leadership will participate in the TSI webinar provided by KDE. School leadership will also participate on the district level Special Education Committee and the TSI committee to specifically address the gap group that we have been identified as a TSI school for. From these committee meetings, a specific plan has been laid out moving forward and school leadership will monitor the action plan is followed for fidelity. Additionally, leadership plans on reaching out to schools whose gap group is performing at a high level to see how and why certain activities work well for them and consider implementing those at our school.*
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response: *A district level special education committee was created to specifically review current practices at each school and re-evaluate the use of resources to help address the needs of our school. From these meetings it was identified that students need a consistent mentor to work with them throughout the school year and on the state test to build a relationship and consistency. Additionally, it was identified that the students in the subgroup needed more small group work with their special education teacher to build upon the skills and content that they are falling behind in.*
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response: *At the school, the special education department along with administration reviewed the school's culture and safety survey. They evaluated the data, determining that the first step was to develop an understanding of what the students were trying to express through the survey. The group decided to have small group meetings with those from the sub-group and discuss with them the questions and the percentage of responses in each category. This gives students an opportunity to expand on the questions and give suggestions and feedback on what could be doing for improvement. From these meetings, a plan will be developed to address student concerns–thus working to improve the learning culture for students.*
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response: *Special Education teachers received training on best practices to best implement the students specifically designed instruction (SDI) that's listed on the students' IEP. Special education will also pull students in small groups (2-3 at time) to work on a regular schedule their math and reading skills. Teachers will also focus on vocabulary by incorporating the "3C Word Wall" strategy from Thoughtful Classroom to build students' vocabulary, specifically in test and task verbs. Teachers will continue to use Simple Solutions books in their core content class for daily practice in retrieval and spiraling of the content.*

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive 7th teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Implement the "7-Step Directions" strategy; cognitive task analysis.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY	☐
Implementing strategies from "Making SDI Happen: Building the capacity of Special Education Teachers"	Green River Regional Educational Cooperative: 11/30/2022	☐
Implement "3C Word Walls" strategy to focus on vocabulary	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY	☐
Use Simple Solutions with retrieval, spacing and interleaving practice of content in Math and Reading.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY	☐
Visit a hub school within Kentucky as identified by KDE	On the recommendation of KDE	☐