

## 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
- The required goals for **high 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
  - Postsecondary Readiness
  - Graduation Rate

**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. A significant achievement gap in students with a disability exists at all levels in reading and math according to most current KSA data. Our middle school continues to hold the federal classification of TSI for students with disabilities with an overall index of 30.6 (KSA Results) . Most current MAP data indicates that our largest gap in reading and math is with students with a disability. Individual student growth for students with a disability, will continue to be a priority for the upcoming school year and summer.
  2. Observations of PLCs and review of PLC notes demonstrated the need for a PLC reboot. PLC notes/minutes do not reflect the depth of planning, data analysis and discussion needed to make PLCs successful.
  3. We will continue to work on math and reading. Our combined math and reading indicator dropped from 59.6 in 22-23 to 56.8 in 23-24 which contributed to an overall indicator drop of 1.9 from 59.6 to 57.7.

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**Design and Deploy Standards, Design and Deliver Instruction, Review Analyze and Apply Data**

To ensure all students will receive access to a guaranteed, viable curriculum, we will utilize High Quality Instructional Resources in all content areas to create lessons that are continually analyzed for congruence to the grade level standards through the PLC+ process. Both formative and common assessment data will be analyzed through PLCs to inform instruction.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	62.3	-0.7
State Assessment Results in science, social studies and writing	54.8	+1.8
English Learner Progress	No Data Available	No Data Available
Quality of School Climate and Safety	67.8	-0.9
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

<b>Goal:</b> Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, postsecondary readiness, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 <a href="#">Kentucky’s six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps the school will take 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 (State your reading and math goal.): 65.7% of students are expected to be proficient or above in Reading and 54.4% in Mathematics.					
Objective 1  All students will receive access to a guaranteed, viable curriculum through the use of High Quality Instructional Resources, instructional strategies and lessons that are continually analyzed for congruence and rigor through the PLC+ process.	Design and Deploy Standards	Instructional Leads for Reading and Math will meet monthly with Grade Level PLC Activators to monitor curriculum, instruction and assessment updates, to analyze unit common assessment results and to complete the PDSA Model for School Improvement	Increased growth from fall to spring MAP benchmark results	PLC work will be monitored by CCMS principal, assistant principals, instructional leads, and the middle school Teaching and Learning Lead through PLC agendas and minutes, administrator observation, and common assessment results analyzed quarterly.	General Fund for IL and PLC Activator Stipends
	Design and Deliver Instruction		Improved Reading and Math proficiency on KSA		
	Design and Deliver Assessment Literacy				
	Review, Analyze, Apply Data Results				
	Design, Align, Deliver Support Processes.	CCMS Principal and Assistant Principals will conduct quarterly HQIR Fidelity Checks in reading and math using the vendor/district created “Look Fors”. Feedback on implementation will be provided to teachers within 24 hours of the walk through.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	CCMS Principals will monitor HQIR implementation and growth using MAP and common assessment results through quarterly GradeCam analysis.	None
		Teachers new to using HQIRs in reading and math will receive a minimum of 6 hours of professional learning on the HQIR. This will include a combination of vendor provided training and on-site coaching and modeling provided by Instructional Leads and/or Teaching and Learning Leader.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	Monitoring for proper implementation of reading and math HQIRs will be conducted by building principals using HQIR fidelity check walkthroughs as well as through quarterly analysis of common assessment data in GradeCam as well as analysis of MAP growth scores after each benchmark period.	None
		Instructional Leads and Teaching and Learning Leader will design a plan for implementing common reading instructional strategies across all content areas. This plan will include staff training and the creation of a common reading strategy resource.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading assessments for students in grades 6-8.	Monitoring for proper implementation of reading strategies across all content areas by principals and instructional leads during classroom walk throughs and analysis of MAP growth scores after each benchmark period.	None

Goal 1 (State your reading and math goal.): 65.7% of students are expected to be proficient or above in Reading and 54.4% in Mathematics.					
	Design and Deliver Instruction	Targeted Math skills development in all grade levels through the use of evidence based programs	Increased Math proficiency across all grade levels.	Monitoring for proper implementation of math skills development by principals and instructional leads during classroom walk throughs and analysis of MAP growth scores after each benchmark period.	None
	Review, Analyze, Apply Data Results	Instructional Leads and PLC leads will meet and analyze assessment data from MAP assessments as well as formative and summative assessments to create monthly intervention groups targeted to specific standards and skills.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	Monitoring for proper implementation of math and reading skills development by principals and instructional leads through analysis of MAP growth scores after each benchmark period.	None
	Review, Analyze, Apply Data Results	CCMS Principal and Assistant Principals in collaboration with the Instructional Leads and PLC Leads will analyze MAP data by analyzing the conditional growth reports by class as well as the Proficient and Distinguished projection reports. This analysis will be utilized to create an action plan by each member of the content area PLCs to drive instruction in the classroom.	Increased Fall to Spring Growth on MAP, and growth on KSA results in reading and math assessments for students in grades 6-8.	Monitoring for proper implementation of math and reading action plan development by principals and instructional leads through analysis of MAP conditional growth scores after each benchmark period.	None
Objective 2  New and other identified teachers will have access to professional learning while focusing on selected domains aligned to the	Design and Deploy Standards  Design and Deliver Instruction  Design and Deliver Assessment Literacy  Review, Analyze, Apply Data Results	Specifically identified teachers will have the opportunity to visit the classrooms of identified model teacher peers through focused learning walks allowing teachers to observe the consistent implementation of evidence-based instructional practices aligned to the Kentucky Framework for Teaching and Learning. Teachers will also be able to observe evidence of PLC+ efforts within the classrooms.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	Teachers who take part in the learning walks will be monitored by their evaluators through walkthroughs and formal observations to determine growth in their PGP areas tied to the Kentucky Framework for Teaching and Learning	Title II District Funds

Goal 1 (State your reading and math goal.): 65.7% of students are expected to be proficient or above in Reading and 54.4% in Mathematics.					
Kentucky Framework for Teaching and Learning.	Design and Deliver Instruction	Implement a new teacher cadre intentionally structured to focus on the domains aligned to the Kentucky Framework for Teaching and Learning. This will include targeted coaching cycles with teaching and learning lead, monthly meeting with principals, teaching and learning lead, and instructional leads, weekly to bi-weekly check-ins with their PLC Lead and/or Instructional Lead, and the opportunity to observe exemplar teachers.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	New teachers will be monitored by their evaluators through walkthroughs and formal observations to determine growth in their PGP areas tied to the Kentucky Framework for Teaching and Learning	None

## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):

**Middle Science:** 40.6% of students are expected to be proficient or above

**Middle Social Studies:** 69.3% of students are expected to be proficient or above

**Middle Writing:** 38.6% of students are expected to be proficient or above

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students will receive access to a guaranteed, viable curriculum through the use of High Quality Instructional Resources and lessons that are continually analyzed for congruence and rigor through the PLC+ process.	Design and Deploy Standards  Design and Deliver Instruction  Design and Deliver Assessment Literacy  Review, Analyze, Apply Data Results,  Design, Align, Deliver Support Processes.	CCMS teaching and learning lead and instructional leads will lead plc activators in work to ensure all curriculum documents are up to date by August 1, 2025 and shall include the following for every social studies, science and writing unit: -Learning targets -Success Criteria -Performance of Understandings -Blueprint for Assessments -A culminating Common Assessment	Increased proficiency in social studies, science and writing scores.	CCMS principals and instructional leads will each be assigned a grade level and content area for which they are to review during the months of April and May. Any necessary work on unit revisions will occur during the months of May, June and July to be completed by August 1 <sup>st</sup> .	None
		CCMS Principals will conduct quarterly HQIR Fidelity Checks in science using vendor/district created “Look Fors”. Feedback on implementation will be provided to teachers.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in reading and math assessments for students in grades 6-8.	CCMS Principals will monitor HQIR implementation and growth using MAP and common assessment results through quarterly Grade Cam analysis.	None
		6-8th grade Science and Social Studies teachers will implement the “Communicating in Scientific Ways” and “Communicating in Social Studies” prompts and communication strategies into their respective classroom instruction.	Increased proficiency in science and social studies scores.	CCMS principals will monitor implementation through classroom walkthroughs and through unit common assessment results	Title IV District Funds for Posters



Goal 2 (State your science, social studies, and writing goal.):

**Middle Science:** 40.6% of students are expected to be proficient or above

**Middle Social Studies:** 69.3% of students are expected to be proficient or above

**Middle Writing:** 38.6% of students are expected to be proficient or above

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Vertical Alignment across grades 6-8 to ensure common writing practices including scaffolded instruction, rubrics, use of examples and writing non-negotiables.	Increased proficiency in writing scores in Grade 8.	Principals will monitor writing instruction through classroom walk throughs, student writing samples, and teacher and student feedback.	None
		All science teachers in grades 6-8 will be required to implement 2 new units of Open Sci Ed units per year over the course of the next 3-5 years. Training on the science kits and unit implementation will be provided by NKCES and the teaching and learning lead prior to teaching the units. Remaining units will consist of district designed units that are congruent to the NGSS/KAS standards	Increased Fall to Spring Growth on MAP Science Assessments in grades 3-11 as well as increased science proficiency on the KSA.	Principal and science-assigned assistant principal will monitor the implementation of the Open Sci Ed high quality instructional resource for science using the Open Sci Ed "Look For Document.	Title IV School SBDM Funds
		Middle School Science teachers will continue to meet to ensure vertical alignment. This will be led by the middle PLC leads.	Increased Fall to Spring Growth on MAP Science Assessments in grades 3-10.  Vertically aligned curriculum 6-12	Middle and High School Science PLC leads, building principals and the Middle and High School Teaching and Learning Leads will monitor any curriculum and/or common assessment revisions.	None
		Middle School Social Studies teachers will continue to meet to ensure vertical alignment. This will be led by the middle school PLC leads.	Improved Social Studies Proficiency on the KSA  Vertically aligned curriculum K-12	Middle School Social Studies PLC leads, building principals and the Middle School Teaching and Learning Lead will monitor any curriculum and/or common assessment revisions.	None

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p><b>Middle Science:</b> 40.6% of students are expected to be proficient or above</p> <p><b>Middle Social Studies:</b> 69.3% of students are expected to be proficient or above</p> <p><b>Middle Writing:</b> 38.6% of students are expected to be proficient or above</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		CCMS Principal and Assistant Principals in collaboration with the Instructional Leads and PLC Leads will analyze MAP data by analyzing the conditional growth reports by class as well as the Proficient and Distinguished projection reports. This analysis will be utilized to create an action plan by each member of the content area PLCs to drive instruction in the classroom.	Increased Fall to Spring Growth on MAP, and growth on KSA results in reading and math assessments for students in grades 6-8.	Monitoring for proper implementation of math and reading action plan development by principals and instructional leads through analysis of MAP conditional growth scores after each benchmark period.	None
		Elementary, Middle and High School Social Studies teachers will continue to meet to ensure vertical alignment. This will be led by the elementary, middle and high school PLC needs.	Improved Social Studies Proficiency on the KSA  Vertically aligned curriculum K-12	Elementary, Middle and High School Social Studies PLC leads, building principals and the Middle and High School Teaching and Learning Leads will monitor any curriculum and/or common assessment revisions.	None
Objective 2 Identified teachers will have access to focused learning walks as a means of professional learning and capacity-building while focusing on selected domains aligned to the Kentucky Framework for Teaching and Learning.	Design and Deploy Standards  Design and Deliver Instruction  Design and Deliver Assessment Literacy  Review, Analyze, Apply Data Results,  Design, Align, Deliver Support Processes.	Specifically identified teachers will have the opportunity to visit the classrooms of identified model teacher peers through focused learning walks allowing teachers to observe the consistent implementation of evidence-based instructional practices aligned to the Kentucky Framework for Teaching and Learning. Teachers will also be able to observe evidence of PLC+ efforts within the classrooms.	Increased Fall to Spring Growth on MAP, and growth on common assessment results in science, social studies and writing assessments for students in grades K-12.	Teachers who take part in the learning walks will be monitored by their evaluators through walkthroughs and formal observations to determine growth in their PGP areas tied to the Kentucky Framework for Teaching and Learning	Title II District Funds

Goal 2 (State your science, social studies, and writing goal.): <b>Middle Science:</b> 40.6% of students are expected to be proficient or above <b>Middle Social Studies:</b> 69.3% of students are expected to be proficient or above <b>Middle Writing:</b> 38.6% of students are expected to be proficient or above					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will meet the academic, behavioral, functional and social-emotional needs of ALL students in an equitable fashion within student-centered learning environments that provide optimal opportunities for student success.	Design, Align, and Deliver Support  Establishing Learning Culture and Environment	For co-teaching teams, training on Anita Archer, Marilyn Friend, and John O’Connor recommendations: <ul style="list-style-type: none"><li>increased use of Station and Alternate Teaching models (for increased practice turns and feedback)</li><li>use of HQIR differentiation resources</li></ul>	Increase in number of times that practice turns and feedback and use of alternative teaching, station teaching, or parallel teaching	Walk-throughs specific to co-teaching “look fors”  Walk-throughs conducted by administrators and instructional coaches using our walk-through form that includes the following components: <i>-Kentucky Framework for Teachers Domain 2</i> <i>-Kentucky Framework for Teachers Domain 3</i> <i>-The Formative Learning Cycle Components</i> <i>-The John O’Connor GREAT Instruction components</i>  PLC Agenda and Minutes	Title II District Funds
		Content-specific foundation classes focused on student-specific Specially Designed Instruction needs that focus on the implementation of evidence-based reading and mathematics interventions.	All KSA indicators will demonstrate growth within all gap groups, CCMS will lose TSI designation for students with	Principal, Director and Assistant Director of Special Education will continue to meet regularly with special education building-level representatives to review the progress of writing IEP goals	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			disabilities, conditional growth for all gap students will increase on MAP		
Objective 2					

## 4: English Learner Progress

Goal 4 (State your English Learner goal.): <b>Middle:</b> 35.7% of students are expected to be EL proficient or above					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will receive EL instruction that is aligned to the <i>WIDA Can Do descriptors</i> . All instruction will demonstrate congruence with <i>the Can-Do Descriptors</i> and will be consistently monitored.	Design and Deliver Instruction  Design, Align, and Deliver Support	Review each student's ACCESS report from the previous year to see the scores in each domain – listening, reading, writing and speaking. Student data will drive instructional strategies to be used with students.	Increased English proficiency	Utilize the U.S. Department of Education recommended Colorado ELL Starter Kit for Educators Tools for Monitoring Language Skills to partner with classroom teachers to monitor about students' daily performance and progress related to: -Overall Language Performance -Oral Communication Skills -Reading Skills -Fluency Skills -Use of Comprehension Strategies  Usage reports of research-based programs to track EL Progress and observation of classroom implementation of student PSP  Agendas of school faculty meetings and professional learning sessions that incorporate EL teacher presentations regarding EL student population	Title III District Funds
		Review <i>WIDA Can Do descriptors</i> to identify what students are expected to do at each level of English. For students who are close to exiting the program, Level 4 and 5 skills will be taught and practiced.	Increased English proficiency and overall academic vocabulary		
		Provide opportunities for in-depth understanding of words through reading, writing, listening and speaking with an intensive focus on teaching high-utility academic words and vocabulary across content areas.	Increased English proficiency and performance in content classes		
		Attend WIDA Conference, EL Professional Learning Network and other EL professional development opportunities  EL Coordinator will create sharing sessions for teachers to share what is learned at the Professional Development Sessions attended.	Most current evidence-based activities learned from the conference will be implemented into EL lessons and shared with teachers		

Goal 4 (State your English Learner goal.): **Middle:** 35.7% of students are expected to be EL proficient or above

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas		Utilize IXL Skill Plan WIDA ACCESS test for newcomers or students with a comprehensive score of 1.5 or lower which will help students practice their reading and writing skills. Utilize FastForWord for newcomers	Increased English proficiency	IXL and Fast ForWord will be monitored by EL teacher and EL tutor throughout the year.	General Fund Flexible Focus Funds
		Provide designated time to develop English oral language proficiency as part of Tier I Core Instruction even if students are receiving Tiers 2 or 3 interventions		Utilize the U.S. Department of Education recommended Colorado ELL Starter Kit for Educators Tools for Monitoring Language Skills to partner with classroom teachers to monitor about students' daily performance and progress related to: -Overall Language Performance -Oral Communication Skills -Reading Skills -Fluency Skills -Use of Comprehension Strategies	Title III District Funds
		Provide sheltered instructional practices to support students in content area learning.			
		Use peer-supported learning to help students to practice oral language during academic lessons			
		Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.		Usage reports of research-based programs to track EL Progress and observation of classroom implementation of student PSP	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): <b>Middle Climate Index Goal:</b> 75.3 <b>Middle Safety Index Goal:</b> 70.3					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve School Climate with an intensive focus on Trauma Informed School Services	Design, Align, and Deliver Support  Establishing Learning Culture and Environment	Increased and precise screening and referral for students in grades 6-8 who could benefit from trauma-related mental health services	Increase the number of individuals screened to mental health or related interventions by 80% of total district enrollment by September 30, 2026, as demonstrated by school screening data.	Student Support Team Coordinator and school student support team will monitor screening data, referral numbers, and pre-post training surveys	SAMSHA Trauma Informed School Services Federal Grant
		All new staff members will be trained on trauma-informed school services using the book study <i>Help for Billy</i> and all classroom teachers will receive training on the book <i>Classroom 180</i> by October 1, 2025.	Increase the number of school-based professionals and community individuals who receive training related to mental health, trauma-informed care, or related services by 70% by September 30, 2026 as evidenced by school training records as well as an increased School Climate and Safety Survey Index in all schools.	Student Support Team Coordinator and Building Principal will track training records for all new staff each school year.  Student Support Team Coordinator and school student support team will monitor pre-post training surveys, discipline referrals, chronic absenteeism rates and Resiliency Survey results as available at monthly school level Student Support Team meetings.	
		CCMS Principal and Assistant principals will meet twice monthly to discuss at risk students with grade, attendance and behavior issues to develop a plan for success	17% of students at CCMS are chronically absent. Success will be measured by a reduction of the	Twice Monthly meetings to review at risk students and their progress.	None



Goal 5 (State your climate and safety goal.):

**Middle Climate Index Goal:** 75.3

**Middle Safety Index Goal:** 70.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for students. An attendance team will review Chronic Absences and conduct home visits and meet with families to provide attendance interventions and support.	chronic absentee rate as well as the increase of student daily attendance percentage.		
Objective 2 CCMS will strive to cultivate a safe and supportive learning environment in all learning spaces and common areas that are conducive to student academic and social-emotional success as well as welcoming to families.	Establishing Learning Culture and Environment	The CCMS Safety team will meet twice annually to complete an internal risk assessment.	Increased Index for School Climate and Safety Index at each school and district wide.	The school safety team meets twice per year (July and January) which includes the school safety coordinator to review school emergency plans, analyze school risk assessment data and annual updates from the State School Safety Marshall.	None
		CCMS will continue with a threat assessment team that is trained to administer suicide risk assessments and threat to others threat assessments	Decrease in discipline events at each school and district-wide.  Improved KIP Results		
		Building principal will conduct school safety student focus groups each month to gain a better understanding of student school climate and safety concerns	Decrease in discipline events at each school and district-wide.  Improved KIP Results	Student Focus Group Responses reviewed by the Director of Student Services and School Principals. Action plans will be determined as a result.	None
		CCMS will create an active student leadership organization	Increased proficiency of Quality of School Climate Results	Student leadership organization rosters and attendance	None
		Psychoeducational instruction around the initiatives to improve school climate and safety district-wide will be incorporated into counselor guidance lessons and/or CLC time.	Increased proficiency on Quality of School Climate and Safety Survey  Improved KIP Results	Principals and school counselors will review student pre and post surveys.	None
		CCMS will create a public awareness campaign based on the "School	Increased proficiency on Quality of School	Principals and school counselors will review student pre and post surveys.	District General Fund

Goal 5 (State your climate and safety goal.): Middle Climate Index Goal: 75.3 Middle Safety Index Goal: 70.3						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Climate Toolkits” created by our district Public Relations Director. Activities and signage will be used to promote improved messaging for students to better understand the support available to them.	Climate and Safety Survey  Improved KIP Results			
		CCMS will maintain the Prichard Committee Family Friendly School Certification with a special focus on engaging prospective families through spring “welcoming events” to increase open communication and learning opportunities.	Increased proficiency on Quality of School Climate and Safety Survey  Improved KIP Results.	School administration will monitor family friendly certification maintenance through conducting an annual needs assessment to evaluate the school’s family engagement performance.	None	I



#### Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

**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:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <ol style="list-style-type: none"> <li>1. The administrative team will conduct regular team meetings with building and district leaders to review student data, conduct classroom level walkthroughs to look at implementation of HQIRs and differentiation/co-teaching strategies and analyze that data, provide feedback to teachers through our monthly PLC meetings</li> </ol>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p> <ol style="list-style-type: none"> <li>1. The administrative team and Special Education staff, in partnership with district staff, annually review instructional resources being used to ensure they meet HQIR for core instruction.</li> <li>2. The same team reviews staffing allocations to ensure equity and conducts reviews throughout the school year (in late fall, early winter and spring) of student special education services requirements and makes adjustments as neelf and when inequities are noted, additional resource purchases will be prioritized.</li> </ol>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p> <ol style="list-style-type: none"> <li>1. Weekly instructional updates are provided by the building instructional coach focusing on the learning culture for all students.</li> <li>2. Monthly team meetings for the targeted subgroup (special education) are conducted to review student learning needs and make adjustments as needed. Special Education teachers, school counselors, school administrators and district leadership participate in these meetings.</li> </ol>
Targeted Subgroups and Evidence-Based Interventions:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <ol style="list-style-type: none"> <li>1. Students require instruction using HQIR in the areas of math, reading, and writing. <ol style="list-style-type: none"> <li>a. Student progress will be analyzed by the Special Education teacher and School Administrators and IEP meetings with parent and teacher input will be held to discuss intervention needs for students not making progress.</li> </ol> </li> </ol>

- b. Walkthroughs will be conducted to review student progress and ensure the interventions are implemented with fidelity.
- 2. Some students require instruction in replacement behaviors and executive function skills. Students who require these supports receive daily or weekly instruction as required by their IEP in collaborative or resource settings. Teachers have been provided with intervention materials.
  - a. Student progress will be analyzed by the Special Education teacher and School Administrators and IEP meetings with parent and teacher input will be held to discuss intervention needs for students not making progress.
  - b. Walkthroughs will be conducted to review student progress and ensure the interventions are implemented with fidelity.

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

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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff on use of HQIR materials and differentiation resources within the HQIR.	Kentucky Department of Education (2024). <a href="#">High Quality Instructional Resources</a>	<input type="checkbox"/>
Train staff on use of differentiation and student engagement strategies.	Aceves, T.C. and Kennedy, M.J. (Eds). <i>High-leverage Practices for Students with Disabilities. 2nd Edition</i> . Council for Exceptional Children and CEEDAR Center: Arlington, VA.  Kagan, S. & Kagan, M. (2015), <i>Kagan Cooperative Learning</i> . Kagan Publishing: San Clemente, CA.	<input type="checkbox"/>
Train staff in co-taught classrooms on co-teaching strategies.	Beninhof, A. (2020). <i>Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning</i> . Jossey-Bass/Wiley Publications. New York, NY.	<input type="checkbox"/>
Train staff on use of High-Leverage Practices and Explicit Instruction	Aceves, T.C. and Kennedy, M.J. (Eds). <i>High-leverage Practices for Students with Disabilities. 2nd Edition</i> . Council for Exceptional Children and CEEDAR Center: Arlington, VA. Archer, A. and Hughes, C. (2011). <i>Explicit Instruction: Effective and Efficient Teaching</i> . Guilford Publications: New York, NY	<input type="checkbox"/>