**Comprehensive School Improvement Plan (CSIP)**

**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.

- Reading
- Math

**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.
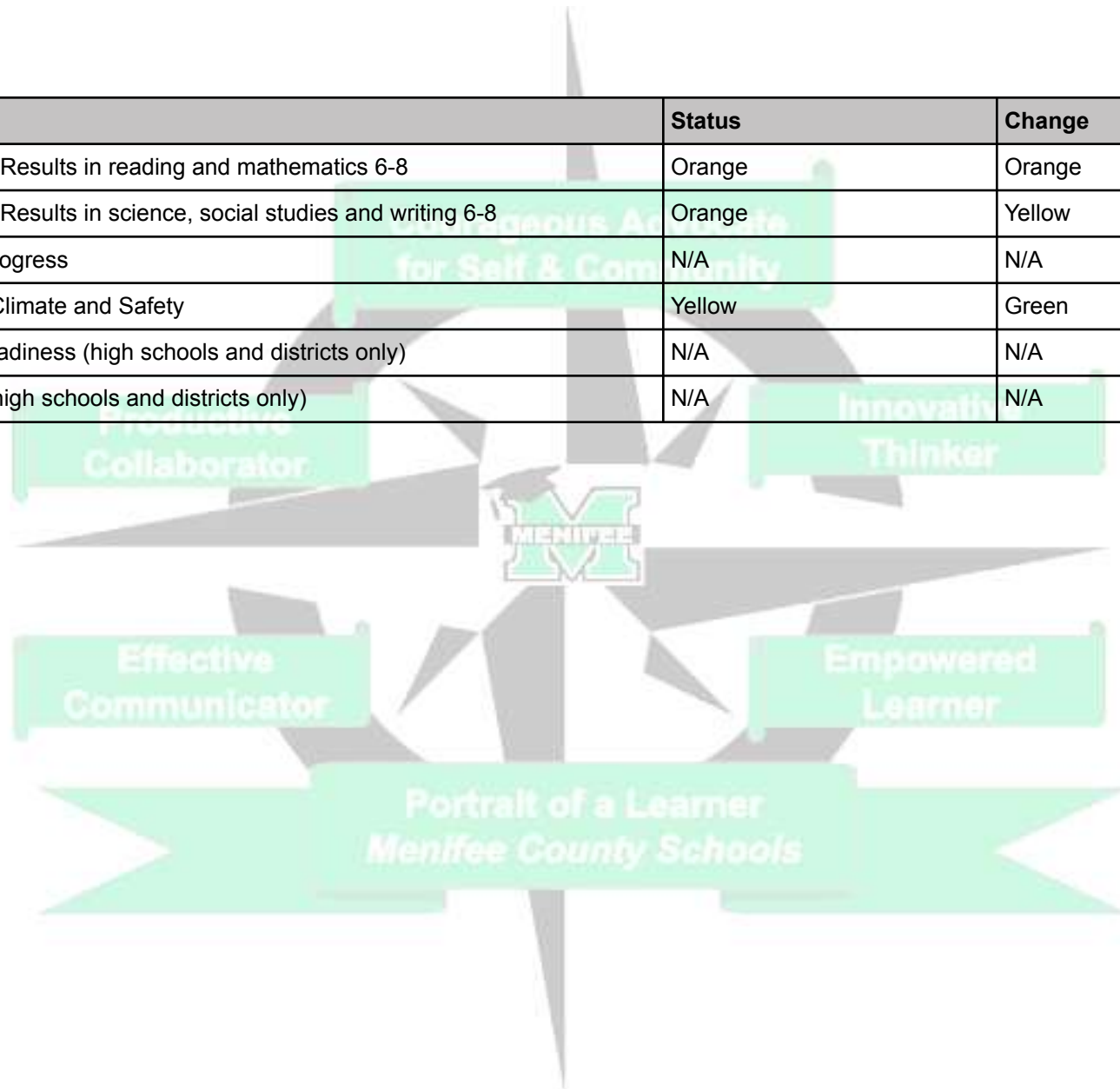
- Professional Develop to support the growth of teachers in academic areas
- Process for curriculum delivery and assessments
- Student engagement through participation, engagement, learning opportunities, conferences, and student voice

**Indicator Scores**

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

| Indicator | Status | Change |
|---|---|---|
| State Assessment Results in reading and mathematics 3-5 | Orange | Orange |
| State Assessment Results in science, social studies and writing 3-5 | Orange | Green |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety 3-5 | Yellow | Green |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

| Indicator | Status | Change |
|---|---|---|
| State Assessment Results in reading and mathematics 6-8 | Orange | Orange |
| State Assessment Results in science, social studies and writing 6-8 | Orange | Yellow |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | Yellow | Green |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

| Goal 1: By May of 2027 ,Menifee Central will increase proficiency scores in reading and math for all students by 30% as measured by the Kentucky Summative Assessment. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1 Reading Elementary** Reading Improve from 26% to 50% P/D. **Middle** School Reading improve from 39% to 50% P/D. | KCWP: 1 KCWP: 2 KCWP: 4 | Implement Reading HQIR <br>• Into Reading for grades K-5 <br>• EngageNY Reading 6-8 <br><br> Provide PD to staff to ensure ongoing development in best practices of high yield instructional strategies <br><br> Embed strategic practices, scaffold instruction, Provide critically thinking opportunities to promote <br>• student engagement, <br>• student ability to cite evidence, | Increase in iReady Tier I  population in grades K-8 to 50% in reading  by the 3rd round <br><br> Increase projected proficiency in reading on the Mastery Connect Benchmark to 50% by the final assessment | Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings minutes/agenda | SBDM KYCL Grant Funds Title I |

| | | | | | |
|---|---|---|---|---|---|
| | | respond to ERQ and Short Answer Questions<br><br>Participation in PLCs to Monitor student progress, instructional practices<br><br>Implement student-led data conferences and goal setting through data notebooks in reading<br>&bull; Include formative, summative and benchmark assessment progress | | | |
| **Objective 2**<br>**Math**<br>**Elementary** Math Improve from 25% to 50% P/D.<br>**Middle** School Reading improve from 20% to 50% P/D. | KCWP: 1<br>KCWP 2<br>KCWP 4 | Implement Math HQIR<br>&bull; EngageNY K-8<br><br>Participation in PLCs to Monitor student progress, instructional practices<br><br>Implement Math Cadres for grades K-8 | Increase in iReady Tier I population in grades K-8 to 50% in math by the 3rd round<br><br>Increase projected proficiency in math on the Mastery Connect Benchmark to 50% | Pacing Documents<br>Lesson Plans<br>Walkthroughs<br>iReady Data<br>Mastery Connect Benchmark Testing<br>Eleot Observations<br>Professional learning logs<br>Administrative Team meetings<br>PLC meetings minutes/agenda | SBDM<br>KYCL Grant Funds<br>MAF Grant |

| | | Implement student-led data conferences and goal setting through data notebooks in math<br>● Include formative, summative and benchmark assessment progress | by the final assessment | | |
|---|---|---|---|---|---|

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

| Goal 2: By 2027, Menifee Central will increase scores in science, social studies, and writing for all students by 30% as measured by the Kentucky Summative Assessment. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1**<br>**Science**<br>**Elementary** Science Improve from 14% to 30% P/D.<br>**Middle** School Science improve from 14% to 30% P/D. | KCWP 1<br>KCWP 2<br>KCWP 4 | Implement HQIR OpenSci Ed and HMH<br><br>Provide Science teachers through collaboration opportunities and feedback with Lana Swartz to improve science practices: | Increase projected proficiency in science on the Mastery Connect Benchmark to 30% | Pacing Documents<br>Lesson Plans<br>Walkthroughs<br>Mastery Connect Benchmark Testing<br>Administrative Team meetings<br>PLC meetings minutes/agenda | SBDM<br>KYCL Grant Fund |

| | | | | | |
|---|---|---|---|---|---|
| | | • Strengthening student-led inquiry<br>• Promoting deeper conceptual understanding<br>• Integrating data and evidence<br>• Building science literacy<br><br>Teachers will participate in the PBL Deeper Learning Team<br><br>Increase PBL opportunities for students in Science<br><br>Implement student-led data conferences and goal setting through data notebooks in science<br>• Include formative, summative, benchmark assessment progress | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Objective 2** **Social Studies** **Elementary** Social Studies Improve from 30% to 50% P/D. **Middle** School Social Studies improve from 25% to 50% P/D. | KCWP 1 KCWP 2 KCWP 4 | Implement Social Studies Resources to support standard implementation and inquiry practices <br>● JCPS resources <br>● Simple Solutions <br>● Mastery Connect Resources <br><br>Teachers will participate in the on the PBL Deeper Learning Team <br><br>Increase PBL opportunities in Social Studies <br>● Exhibition of Learning <br><br>Implement student-led data conferences and goal setting through data notebooks in social studies <br>● Include formative, summative, and benchmark assessment progress | Increase projected proficiency in science on the Mastery Connect Benchmark to 50% | Pacing Documents Lesson Plans Walkthroughs Mastery Connect Benchmark Testing Administrative Team meetings PLC meetings minutes/agenda | SBDM TItle I |

| Objective 3 **Writing** **Elementary** Writing Improve from 44% to 50% P/D. **Middle** School Writing improve from 37% to 50% P/D. | KCWP 1 KCWP 2 KCWP 4 | Provide Professional Development in writing from Excellence in Foundation Learning (EIFL)  Conduct On-Demand writing scrimmages 3 times per year  Teachers submit student samples of required grade level writings | Increase projected proficiency in science on the Mastery Connect Benchmark to 50% | Pacing Documents Lesson Plans Walkthroughs Mastery Connect Benchmark Testing Administrative Team meetings PLC meetings minutes/agenda Literacy Team meetings agenda/minutes | KYCL Grant |

## 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:** By May of 2027, Menifee Central will increase the number of demographically identified students scoring at or above proficiency by 30% by the Kentucky Summative Assessment. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1** **Reading** | KCWP 1 KCWP 2 KCWP 4 | MTSS Interventions for students identified for academics <br> ● Reading | Increase in iReady Tier I population in grades K-8 to 50% in | Pacing Documents Lesson Plans Walkthroughs | KYCL Grant Fund SBDM Title I |

| | | | | | |
|---|---|---|---|---|---|
| **Elementary** Reading Improve from 27% to 50% P/D for students in the free/reduced lunch gap group.<br>**Middle** School Reading improve from 33% to 50% P/D for students in the free/reduced lunch gap group. | | Use Evidence Based resources/strategies to for intervention including, i-Ready, Edgenuity<br><br>Develop and Implement Reading Plans for grades K-3 (have to add 4th and have parent meetings with identified students | reading by the 3rd round<br><br>Increase projected proficiency in reading on the Mastery Connect Benchmark to 50% by the final assessment | iReady Data<br>Mastery Connect Benchmark Testing<br>Eleot Observations<br>Professional learning logs<br>Administrative Team meetings<br>PLC meetings minutes/agenda | |
| **Objective 2**<br>**Math**<br>**Elementary** Math Improve from 23% to 50% P/D for students in the free/reduced lunch gap group.<br>**Middle** School Math improve from 18% to 50% P/D for students in the free/reduced lunch gap group. | KCWP 1<br>KCWP 2<br>KCWP 4 | MTSS Interventions for students identified for academics<br>● Math<br><br>Use Evidence Based resources/strategies to for intervention including i-Ready, Edgenuity | Increase in iReady Tier I population in grades K-8 to 50% in math by the 3rd round<br><br>Increase projected proficiency in math on the Mastery Connect Benchmark to 50% by the final assessment | Pacing Documents<br>Lesson Plans<br>Walkthroughs<br>iReady Data<br>Mastery Connect Benchmark Testing<br>Eleot Observations<br>Professional learning logs<br>Administrative Team meetings<br>PLC meetings minutes/agenda | KYCL Grant Fund<br>SBDM<br>Title I<br>MAF Grant Fund |

| | | | | | |
|---|---|---|---|---|---|
| Objective 3 **Reading** **Elementary** Reading Improve from 0% to 20% P/D for students in the special education gap group. **Middle** School Reading improve from 12% to 20% P/D for students in the special education gap group. | KCWP 1 KCWP 2 KCWP 4 | Implement Evidence Based Reading Programs <br> ● iReady <br> ● Leveled Literacy Intervention <br> ● Amira grades K-5 <br><br> MTSS & Resource time built into the Master Schedule to provide additional support to students in reading. <br><br> Co-Teacher data talks with principal to analyze data and monitor student progress | Increased student achievement in reading <br><br> Decreased number of special education students scoring novice in reading | Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings PLC meetings & Special Education minutes/agenda | KYCL Grant Fund SBDM Title I |
| **Objective 4** **Math** **Elementary** Math Improve from 7% to 20% P/D for students in the special education gap group. **Middle** School Math improve from 0% to 20% P/D for students in the | KCWP 1 KCWP 2 KCWP 4 | MTSS & Resource time built into the Master Schedule to provide additional support to students in math. <br><br> Implementing Evidence Based Math Resources <br> ● iReady <br> ● EngageNY | Increased student achievement in math <br><br> Decreased number of special education students scoring novice in math | Pacing Documents Lesson Plans Walkthroughs iReady Data Mastery Connect Benchmark Testing Eleot Observations Professional learning logs Administrative Team meetings | KYCL Grant Fund SBDM Title I |

| | | | | |
|---|---|---|---|---|
| special education gap group. | | ● Edgenuity | | PLC meetings & Special Education minutes/agenda | |
| | | | | | |

## 4: English Learner Progress

| Goal 4: N/A | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |

## 5: Quality of School Climate and Safety

| Goal 5:  By May 2027, Menifee Central will increase the Quality of School Climate and Safety to blue level. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1 School Climate Elementary** will move from green to blue on the **Quality of School Climate Survey. Middle** school will move from green to blue on the **Quality of School Climate Survey**. | KCWP 1 KCWP 2 KCWP 4 | Identify a trusted staff member for every student. Implement PBIS for all students including weekly and monthly awards. | Student Voice School Level Surveys Reduction in Infinite Campus Behavior Referrals | Infinite Campus Behavior documents Student Behavior Tracker K-8 Behavior Screener PBIS Committee Student Intervention Team | PTO Activity Fund |

| | | Teacher led clubs to cultivate positive relationships at school.<br><br>Teachers will complete behavior screener 3 times per year to identify students and Provide tiered Interventions for students with behavioral needs.<br><br>Reduce the number of office referrals by 20% | | School Administration Team | |
| --- | --- | --- | --- | --- | --- |

## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): N/A | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
| Objective 2 | | | | | |

## 8: 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: |
|---|
| **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? <br> **Response:** <br><br> **School Level: Kelli Abney,Principal, LaJohnda Williams, Associate Assistant Principal, Melissa Moore, Assistant Principal , Kaytelyn Perry Guidance Counselor and School Social Worker, Melanie Golden** <br><br> **Central Office Leadership: Tim Spencer, Superintendent, Joshua Kincaid Director of Personalized Learning & Assistant Superintendent; Stephanie Rhodes Achievement and Compliance Coach, Special Education Staff K-8,  support staff will help all K-8 staff to develop action plans to support each grade level students' needs. Principal and support staff will participate in professional learning specifically addressing the individual needs of students with disabilities. All data collected  from interim benchmark assessment will be assessed by all individuals and data talks will be conducted with the principal. All data will be reviewed during PLC, teachers meeting to identify next steps and create action plans to support the diverse needs of  learners with disabilities. Data talks will occur after each interim assessment and data will be reviewed as a whole at the school and district level COLA meetings.** |

**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:**

**Menifee Central will address our needs by providing professional development to staff that will be implemented in 2023 to support the overall academic success of our special education population. Teachers will be supported through the PLC process and data talks with the principal to implement student IEPs to meet individual learners goals while also participating in professional learning opportunities that will be implemented to provide targeted support for learners through the use of evidence based practices. We will use funding sources such as KYCL grant. Training, data talks, COLA meetings and PLCs will address the implementation of the services outlined in IEPs, providing appropriate SDI, Principal and ARC chairperson Support training through KVEC on dealing with behavior for students with disabilities and accommodation training.**

**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:**

**The administration including the curriculum and instruction team have conducted walkthroughs and collected evidence related to our target group. Our student data tracker has indicated that students have been underperforming compared to their peers and our team is addressing through feedback, using the PLC process, utilizing coaching sessions, and data talks to identify strategies and practices that support this target group. We have already conducted training on the new Into reading HQIR, EngageNY, LLI and F&P assessment training, iReady, and will implement training at the beginning of January 2024. Administration provides support in scheduling co teaching and resource time while also creating schedules that support learners.**

| **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:**<br><br>**The administration will provide professional development support to Special education teachers. We have conducted research to ensure the evidence based practices are being implemented to support identified students' individual learning goals. Teachers will collect data and complete progress monitoring for all identified students and make instructional decisions to support the learners' needs. All teachers will use evidence based strategies and ensure that action steps are being taken to achieve IEP goals through co-teaching and providing small group instruction for learners. The following evidence based strategies: The administration will monitor individual student data by reviewing diagnostic, interim  benchmark, program records, formative and summative data of this population of students. Teachers will  participate in PLCs while the school level leadership, administrative team, and district team will monitor all data and make decisions or changes based on the data analysis. Teachers are in the process of completing LETRS training, Special education teachers and support staff have been trained on LLI and teachers participated in the Equipping Minds professional learning and several teachers participated in the Visual Phonics Training.**<br><br>**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 |
|---|---|---|
| **Implement EngageNY Reading grades 6-8 Reading as the HQIR** | Explore Reports. (2022). Retrieved 13 December 2022, from<br>https://www.edreports.org/reports/overview/engage-ny-2016 | ☐ |
| **Implement Into Reading in grades K-5 as the HQIR** | https://www.edreports.org/reports/overview/into-reading-2020<br>https://www.edreports.org/reports/overview/into-reading-2020/grades-3-5 | ☐ |
| **Implement LLI** | **United States Department of Education (2017): WWW Intervention Report: Leveled Literacy Intervention**<br>**https://www.fountasandpinnell.com/research/lli/#research** | ☐ |
| **Implement LETRS** | Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., Falk, A., Bloom, H., Doolittle, F., Zhu, P., & Sztenjnberg, L. (2008). *The impact of two professional development interventions on early reading instruction and achievement* (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. | ☐ |