Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision-making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analyses when conducting their review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long-term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies, and activities.

Objective(s):

By the spring of 2026. Clinton County Middle School will increase Students with Disabilities (SPED students) in scoring P/D in:

Reading from 16% to 21%.

Math from 15% to 20%

Strategy:

- **Strategy (KCWP 5 – Support Processes):**
  Revise and implement RTI and ESS structures to provide targeted support for students who are not yet proficient and enrichment opportunities for students who already demonstrate mastery.

Activities:

- **An RTI team has been established for the 2025 school year that includes school leadership and teachers. The team will meet periodically to review data, determine next steps, and update groupings based on the established entry and exit criteria. Students who are not making adequate progress will receive intensified support, which may include changes in intervention strategies, group rotations, ESS tutoring, or additional check-ins. Student goal setting will occur after each MAP window to ensure that students understand their growth and next steps. All data will be used to inform instructional decisions, evaluate the effectiveness of interventions, and ensure that supports are equitable and targeted to student needs.**
- **Every 3 weeks, teachers (in collaboration with school leadership) will group students for RTI groups based on MAP and classroom performance. Students will remain in these groups for a 3 week cycle, where they will receive daily specially designed Tier 2 instruction to meet individual needs.**
- **Special education teachers will pull identified students (during daily RTI block) to provide individual instruction and support in a resource setting. This structure will ensure that students' needs are being met and that they are receiving high quality grade level instruction.**

- **Regular education and special education teachers collaborate in bi-weekly PLCs to co-plan and analyze student performance data to ensure alignment to Kentucky Academic Standards, provide appropriate accommodations and make informed decisions to guide instruction.**

Progress Monitoring:

- **MAP (fall, winter, spring) scores are reviewed, analyzed, and applied by teachers to ensure student growth, meet student needs, and adjust instruction during bi-weekly PLCs.**
- **Summative assessment data will be reviewed, analyzed, and applied by teachers to ensure student growth, meet student needs, and adjust instruction in bi-weekly PLCs.**
- **PLC agenda and notes will be kept by school curriculum specialists in a shared drive with teachers. The Curriculum specialist reviews and summarizes the PLC notes to ensure follow up with action steps and coherence through the PLC cycle.**
- **Progress monitoring of IEPs will be entered into Infinite Campus by special education teachers quarterly (with progress reports sent to parents) and monitored regularly by district leadership.**
- **The RTI team is currently working to determine the best way to monitor data from individual RTI groups (each 3 week cycle). This work will be ongoing throughout the school year.**

Funding:

General Funds

ESSER Funds (ended September 2024, but materials and resources for HQIRs until 2027 purchased in the bundle.

Title I Funds

Title II Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By the spring of **2028**, **Clinton County Middle School** will increase the percentage of students who score proficient or distinguished in:

- **Reading** from **40% to 60%**
- **Mathematics** from **30% to 50%**

Objective(s):

By the spring of **2026**, **Clinton County Middle School** will increase the percentage of students who are scoring proficient/distinguished in:

- **Reading** from **40% to 50%**
- **Mathematics** from **30% to 40%**

Strategy:

- **Strategy (KCWP 3 – Assessment Literacy):**
  Develop an assessment system that ensures the intentional and balanced implementation of appropriate formative, summative, diagnostic and interim assessments.

Activities:

- **Teachers will use district-approved HQIRs with fidelity to ensure strong instruction and student engagement daily. Teachers will be required to use formative and summative assessments provided by HQIRs. Summative assessments are reviewed (at least monthly) by district and school leadership to ensure alignment to standards, prior to the assessment being administered.**
- **PLC teams will continue deconstruction of priority standards, identifying learning targets, success criteria, and assessments bi-weekly.**
- **PLC teams will analyze MAP, Pear Assessments, IXL common assessments, and formative assessments to determine reteaching and enrichment needs bi-weekly.**

Progress Monitoring:

MAP Growth assessments will be administered three times per year, and the results will be analyzed in PLCs and by the RTI team to determine student movement between tiers and to adjust instruction. Between MAP windows, teachers will use their HQIRs and Pear assessment, classroom formative assessments, and RIT band progress checks to monitor student growth. All data will be used to inform instructional decisions, evaluate the effectiveness of interventions, and ensure that supports are equitable and targeted to student needs.

Leadership will monitor the use of HQIRs using a customized walk through tool at least monthly.

Leadership will meet at both district and school levels to analyze walk through data to provide teachers feedback, coaching, and appropriate teacher support monthly.

Leadership will collect and review assessment prior to instruction monthly and provide feedback as needed.

<u>Funding:</u>
General Funds

ESSER Funds (ended September 2024, but materials and resources for HQIRs until 2027 purchased in the bundle.

Title I Funds

Title II Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

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

Priority Indicator #1:

Objective(s):

Strategy:

Activities:

Progress Monitoring:

Funding:

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.