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# WEST CARTER MIDDLE SCHOOL IMPROVEMENT PLAN

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# 2024

## 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 o English Learner Progress
  - Quality of School Climate and Safety

<b>Goal:</b> School should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
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 Districts. 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 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.

Goal 1 : In the upcoming school year, WCMS will have 50% of students will score at the proficient level on the Kentucky State Assessment in Math and 70% of students will score at the proficient level in Reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> By 2024, WCMS will increase the percentage of all students scoring proficient in Mathematics by 20 percent. Yearly Mathematics Proficiency Targets 2024=50% 2025=60% 2026=70%  <b>Objective 2:</b>  By 2024, 60% of WCMS students will score proficient or higher in Reading. WCMS will increase the percentage of all students scoring proficient in Reading each year to have 70% scoring proficient by 2025. 2024=60% 2025=70% 2026=80% 2027=90%	<b>KCWP1: Design and Deploy Standards</b> All teachers will design instruction and local assessment that is congruent with KAS and school level administrators will be able to support standards-aligned instruction within their buildings.	Activity – Professional Learning Academies. All teachers will participate in district-facilitated Academies once a month that will be focused on increasing teacher knowledge and capacity to align instruction and assessment to content standards.	Teacher QR Scans Implementation of Learning Lesson Plans Walkthroughs	This strategy will be included in the monthly 30-60-90 Day Plan as needed. January 2024-December 2025	Title I ESSER Title IV
		Activity-PLCs. All teachers will participate in weekly PLCs which will focus on standards-aligned instruction including utilizing the Assignment Review Protocol to determine if lessons and student work are aligned to standards	PLC Sign In Implementation of Learning Lesson Plans Walkthroughs	This strategy will be included in the monthly 30-60-90 Day Plan as needed. January 2024-December 2025	ESSER
				This strategy will be included in the monthly 30-60-90 Day Plan as needed. January 2024-December 2025	ESSER
	<b>KCWP2: Design and Deliver Instruction</b> All teachers will implement research-based best practices to deliver instruction.	Activity-All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s)	PLC Agenda with participants listed	This strategy will be included in the monthly 30-60-90 Day Plan as needed. January 2024-December 2025	Title I
		Activity-Teachers will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans Walkthroughs Student Work		
		<b>KCWP 3: Design and Deliver Assessment Literacy</b> All grades will utilize a variety of diagnostic, formative, and summative assessments.	Activity-All teachers will receive training and will develop clear learning targets that are shared with students in meaningful ways during instruction.	I-Ready Data Implementation of Learning Lesson Plans Walkthroughs	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023
	All grades will follow the District Assessment Map and Curriculum Hub and/or contribute to ongoing alignment to		PLC Agendas	This strategy will be included in the monthly 30 Day Plan as needed.	NA

Updated November 2023

Goal 1 : In the upcoming school year, WCMS will have 50% of students will score at the proficient level on the Kentucky State Assessment in Math and 70% of students will score at the proficient level in Reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the map/curriculum documents) to administer unit assessments and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.		January 2023-December 2023	
		Activity-Deliberately Planning Questions. All teachers will receive training to deliberately plan questions that are aligned to standards, embedded in instruction, and will be used to formatively assess student learning.	Training documentation Lesson plans with planned questions	30-60-90 day plans Lesson Plans Planned Questions	ESSER/ARP

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

Goal 2: In the upcoming school year, WCMS will have 50% scoring proficient in Science, WCMS will have 65% scoring proficient in Social Studies, and 80% students scoring proficient in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> By 2023, WCMS will increase the percentage of all students scoring proficient in Science by 10 percent.  Yearly Reading Proficiency Targets 2024=28% 2025=38% 2026=48% 2027=58%  <b>Objective 2</b> By 2024, WCMS will increase the percentage of all students scoring proficient in Social Studies according to table below  Yearly Mathematics Proficiency Targets  2024=55% 2025=60% 2026=65% 2027=70%	<b>KCWP 1:</b> Design and Deploy Standards All teachers will engage in professional learning to increase knowledge and implementation of standards-aligned instruction and assessment.	Activity – Professional Learning Academies. All teachers will participate in district-facilitated Academies once a month that will be focused on increasing teacher knowledge and capacity to align instruction and assessment to content standards.	Teacher QR Scans Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan October 2022 Academy	RLIS Title 1 Title IV
		Activity-PLCs. All teachers will participate in weekly PLCs which will focus on standards-aligned instruction including utilizing the Assignment Review Protocol to determine if lessons and student work are aligned to standards	PLC Sign In Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan PLC protocols and minutes/notes Assignment review protocols Revised Lessons	
	<b>KCWP2:</b> Design and Deliver Instruction All teachers will provide instruction through Explicit Instruction, the district’s Instructional delivery model.	Activity-Evidence-based Instructional Strategies. All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s)	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan Lesson Plans Observations of instruction	
		Activity-Explicit, direct instruction. Teachers will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans PLC review of Lesson Plans Walkthroughs Student Work	30-60-90 Day Plan Lesson Plans Observation of instruction	
	<b>KCWP 3: Design and Deliver Assessment Literacy</b>	Activity-Aligned learning targets and formative assessment. All teachers will receive training and will	Implementation of Learning Lesson Plans	30-60-90 Day Plan Lesson Plans Observation of Instruction	RLIS Title 1 Title IV

Updated November 2023

Goal 2: In the upcoming school year, WCMS will have 50% scoring proficient in Science, WCMS will have 65% scoring proficient in Social Studies, and 80% students scoring proficient in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By 2024, WCMS will increase the percentage of all students scoring proficient in Writing according to table below  Yearly Writing Proficiency Targets  2024=75% 2025=80% 2026=85% 2027=90%	All grades will utilize a variety of diagnostic, formative, and summative assessments.	develop clear learning targets and formative assessments that are congruent with grade level and content standards and are shared with students in meaningful ways during instruction.	Walkthroughs		
	KCWP2: Design and Deliver Instruction All teachers will provide instruction through Explicit Instruction, the district’s Instructional delivery model.	Activity-All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s)	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	
		Activity-Teachers will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans Walkthroughs Student Work	30-60-90 Day Plan	
	KCWP 3: Design and Deliver Assessment Literacy	Activity-All teachers will receive training and will develop clear learning targets and formative assessments that are shared with students in meaningful ways during instruction.	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	Title 1 ESSER

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
<b>Objective 1</b> WCMS will reduce the percentage of students with disabilities scoring novice in reading by 50% and increase the percentage of students with disabilities scoring proficient in reading by 15% 2023-2024	KCWP 1: Design and Deploy Standards Regular Education and Special Education Teachers will collaborate to deepen knowledge, understanding and expertise of grade and content level standards.	All teachers, including special education will be trained in PLCs and district academies in KAS for Reading (Breaking Down a Standard, Assignment Review Protocol, designing standards-aligned instruction and assessment) and will utilize this learning in instructional and assessment design.	Teacher QR Scan Lesson Plans Teacher-developed or aligned assessments	30-60-90 Day Plan	
		-Special Education teachers will participate in grade and content specific PLCs on a monthly basis to collaborate with regular education on standards-aligned, specially-designed instruction.	-Collaboratively designed instructional plans -Observation of co-planning during PLCs -Observation of lessons that were collaboratively designed by regular and special education teachers	30-60-90 Day Plan	
<b>Objective 2</b> WCMS will reduce the percentage of students with disabilities scoring novice in mathematics by 50% and increase the percentage scoring proficient by 10% in 2023-2024.					



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Activity-All teachers will be trained in Specially Designed Instruction for Reading and Adolescent Literacy Strategies and will implement Specially Designed Instruction in lessons and assessments.	Teacher QR Scans Lesson plans that reflect specially designed instruction Observation of Specially Designed Instruction -Student Work -Student data	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV Title I
		Activity-Explicit Instruction-Special Education Students will continue to receive targeted Tier I instruction aligned to grade level content standards utilizing evidence-based, high-yield instructional strategies.	-Lesson Plans -Observations -Student Work	30-60-90 Day Plan District Monitoring	
	KCWP 5: Design, align, Deliver Support Processes	Activity-Student reading data (iReady, diagnostic, formative assessment, attendance, behavior, etc.) will be monitored regularly and utilized to implement a school-wide MTSS system of academic and behavioral supports	-School MTSS meeting agendas -MTSS documentation -Observations -Student data	30-60-90 Day Plan District Monitoring	

Goal 4: By May 2025, 70% of ELL students will score proficiently in reading and math on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, 70% of ELL students at all grade levels will score proficiently in reading on the KSA.	<b>KCWP5: Design, Align, and Deliver Support Processes</b> The district will provide support for all schools as they deliver support services for ELL students.	The district ELL coordinator will provide support services during the creation of LEP’s.	Documentation of support services Parent surveys	30-60-90 plans	NA
Objective 2 By May 2024, 70% of ELL students at all grade levels will score proficiently in math on the KSA.	<b>Strategy – KCWP1: Design and Deploy Standards</b> The district will continue to seek and train ELL instructors and to provide professional learning opportunities for ELL instructors to improve professional practice.	The district ELL teacher will attend professional learning sessions to learn best practices strategies for reading, math, and the KAS for these content areas.	Proof of attendance (certificate, etc.) Lesson plans Student work	30-60-90 day plans	NA

Goal 5: By May 2025, the district quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b><u>Objective 1</u></b>  By May 2024, West Carter Middle School will have a quality of school climate and safety score of 85 or higher with a 5% increase or more each year  2023-85% 2024-90% 2025-95% 2026-100%	<b>KCWP 6: Establishing Learning Culture and Environment</b>  The district will support schools as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.	The district will purchase and implement an SEL curriculum for elementary students.	Sample curriculum Student work	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	ESSER/ARP
		Ripple Effects Teen and Bouncy will be piloted at two middle and two elementary schools to determine effectiveness in meeting SEL needs of students.	Program data Observations Teacher Feedback	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	McKinney-Vento
		PBIS will be implemented at all district schools.	IC data	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	NA
		District parent events will be held quarterly.	Sign in sheets Social media Other evidence	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	Title I
		Title I parent engagement funds will be allocated to support school parent engagement events and activities.	GMAP/MUNIS budget and expenditures Photos, etc.	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	Title I

Updated November 2023

Goal 5: By May 2025, the district quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional learning sessions will be offered at the opening conference to help teachers enhance learning culture and environment.	Agenda/Program Attendance/Sign ins	This strategy will be included in the monthly 30 Day Plan as needed.  January 2024-December 2024	NA

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b></p> <p><b>The district will review the CSIP’s for Prichard Elementary and East Carter Middle School, two schools that are in TSI status for failing to meet special education proficiency targets. In addition, these schools will submit their 30 day plans for review and approval to the district each cycle.</b></p> <p><b>The schools must include objectives, strategies, and activities that support the improved achievement of students with IEP’s, specifically in reading and mathematics. These should mirror those in the CDIP. The Director of Districtwide Programs and Special Education Director will closely monitor the schools’ 30 day plans for actionable, research-based practices.</b></p> <p><b>The process for local board review and approval is:</b></p> <ol style="list-style-type: none"><li><b>1. Submission of the CSIP by November 18, 2022.</b></li><li><b>2. Review by the BOE at the November meeting. (Nov. 21, 2022)</b></li><li><b>3. Revision (as needed) by December 1, 2022.</b></li><li><b>4. Resubmission and approval by BOE at December meeting. (Date TBA)</b></li><li><b>5. Submission in EPROVE before Jan. 1, 2023.</b></li></ol>