

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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <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.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By May 2027 Green County Middle School will increase the combined (reading and math) percentage of Proficient and Distinguished students to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 GCMS will increase the reading percentage of Proficient and Distinguished students from 45% in 2022 to 48% in 2023.	Key Core Work Process #1: Design and Deploy Standards	Daily lesson plans will be completed by each classroom teacher that indicate the standard(s) for the day, student friendly learning target, activity/task and those plans will be posted on the school maintained websites for parents and other stakeholders.	High quality, clear lesson plans will be posted regularly on teacher's websites.		
		Unit plans will be developed in collaboration with the content area PLC and additional resources. These plans will include (at a minimum) 1) standards, 2) daily learning targets, 3) key vocabulary, and 4) key activities for each unit of study throughout the year. The plans will also indicate which standards are to be introduced, developed, or mastered during each unit. These plans will be cataloged on the GCMS Team Drive.	Complete unit plans for each course will be created by the start of the 2022 school year and revised on a continuing basis.		
		End of unit assessments (spiral learning checks to include all standards taught up to that point) will be developed in collaboration with the content area PLC and other resources.	Quality end of unit assessments will be developed by all teachers.		
		Work with PLC groups to determine where gaps in learning are present and how to address those gaps.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #6: Establishing Learning Culture and Environment	Spark Team Supports: Teachers visit classrooms with students from their own SPARK teams to foster relationships and encourage academic excellence.	Students will experience deeper relationships with staff members, leading to increased accountability as well as increased support.		

Goal 1 (State your reading and math goal.): By May 2027 Green County Middle School will increase the combined (reading and math) percentage of Proficient and Distinguished students to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 GCMS will increase the math percentage of Proficient and Distinguished students from 42% in 2022 to 46% in 2023.	Key Core Work Process #1: Design and Deploy Standards	Daily lesson plans will be completed by each classroom teacher that indicate the standard(s) for the day, student friendly learning target, activity/task and those plans will be posted on the school maintained websites for parents and other stakeholders.	High quality, clear lesson plans will be posted regularly on teacher's websites.		
		Unit plans will be developed in collaboration with the content area PLC and additional resources. These plans will include (at a minimum) 1) standards, 2) daily learning targets, 3) key vocabulary, and 4) key activities for each unit of study throughout the year. The plans will also indicate which standards are to be introduced, developed, or mastered during each unit. These plans will be cataloged on the GCMS Team Drive.	Complete unit plans for each course will be created by the start of the 2022 school year and revised on a continuing basis.		
		End of unit assessments (spiral learning checks to include all standards taught up to that point) will be developed in collaboration with the content area PLC and other resources.	Quality end of unit assessments will be developed by all teachers.		
		Work with PLC groups to determine where gaps in learning are present and how to address those gaps.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #6: Establishing Learning Culture and Environment	Spark Team Supports: Teachers visit classrooms with students from their own SPARK teams to foster relationships and encourage academic excellence.	Students will experience deeper relationships with staff members, leading to increased accountability as well as increased support.		

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

Goal 2 (State your science, social studies, and writing goal.): By May 2027 Green County Middle School will increase the combined (Science, Social Studies, and On Demand) percentage of Proficient and Distinguished students to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, GCMS will increase the combined percentage of students scoring proficient and distinguished on the Science assessments to 35%.	Key Core Work Process #1: Design and Deploy Standards	Daily lesson plans will be completed by each classroom teacher that indicate the standard(s) for the day, student friendly learning target, activity/task and those plans will be posted on the school maintained websites for parents and other stakeholders.	High quality, clear lesson plans will be posted regularly on teacher's websites.		
		Unit plans will be developed in collaboration with the content area PLC and additional resources. These plans will include (at a minimum) 1) standards, 2) daily learning targets, 3) key vocabulary, and 4) key activities for each unit of study throughout the year. The plans will also indicate which standards are to be introduced, developed, or mastered during each unit. These plans will be cataloged on the GCMS Team Drive.	Complete unit plans for each course will be created by the start of the 2022 school year and revised on a continuing basis.		
		End of unit assessments (spiral learning checks to include all standards taught up to that point) will be developed in collaboration with the content area PLC and other resources.	Quality end of unit assessments will be developed by all teachers.		
		Work with PLC groups to determine where gaps in learning are present and how to address those gaps.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #6: Establishing Learning Culture and Environment	Spark Team Supports: Teachers visit classrooms with students from their own SPARK teams to foster relationships and encourage academic excellence.	Students will experience deeper relationships with staff members, leading to increased accountability as well as increased support.		

Goal 2 (State your science, social studies, and writing goal.): By May 2027 Green County Middle School will increase the combined (Science, Social Studies, and On Demand) percentage of Proficient and Distinguished students to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By May 2023, GCMS will increase the combined percentage of students scoring proficient and distinguished on the Social Studies assessment to 45%.	Key Core Work Process #1: Design and Deploy Standards	Daily lesson plans will be completed by each classroom teacher that indicate the standard(s) for the day, student friendly learning target, activity/task and those plans will be posted on the school maintained websites for parents and other stakeholders.	High quality, clear lesson plans will be posted regularly on teacher's websites.		
		Unit plans will be developed in collaboration with the content area PLC and additional resources. These plans will include (at a minimum) 1) standards, 2) daily learning targets, 3) key vocabulary, and 4) key activities for each unit of study throughout the year. The plans will also indicate which standards are to be introduced, developed, or mastered during each unit. These plans will be cataloged on the GCMS Team Drive.	Complete unit plans for each course will be created by the start of the 2022 school year and revised on a continuing basis.		
		End of unit assessments (spiral learning checks to include all standards taught up to that point) will be developed in collaboration with the content area PLC and other resources.	Quality end of unit assessments will be developed by all teachers.		
		Work with PLC groups to determine where gaps in learning are present and how to address those gaps.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #2: Design and Deliver Instruction	Teacher Swap: Social Studies teachers switch classes for a week in the Spring to reinforce previous years content.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #6: Establishing Learning Culture and Environment	Spark Team Supports: Teachers visit classrooms with students from their own SPARK teams to foster relationships and encourage academic excellence.	Students will experience deeper relationships with staff members, leading to increased accountability as well as increased support.		

Goal 2 (State your science, social studies, and writing goal.): By May 2027 Green County Middle School will increase the combined (Science, Social Studies, and On Demand) percentage of Proficient and Distinguished students to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By May 2023, GCMS will increase the combined percentage of students scoring proficient and distinguished on the Combined Writing assessments to 55%.	Key Core Work Process #1: Design and Deploy Standards	Daily lesson plans will be completed by each classroom teacher that indicate the standard(s) for the day, student friendly learning target, activity/task and those plans will be posted on the school maintained websites for parents and other stakeholders.	High quality, clear lesson plans will be posted regularly on teacher's websites.		
		Unit plans will be developed in collaboration with the content area PLC and additional resources. These plans will include (at a minimum) 1) standards, 2) daily learning targets, 3) key vocabulary, and 4) key activities for each unit of study throughout the year. The plans will also indicate which standards are to be introduced, developed, or mastered during each unit. These plans will be cataloged on the GCMS Team Drive.	Complete unit plans for each course will be created by the start of the 2022 school year and revised on a continuing basis.		
		End of unit assessments (spiral learning checks to include all standards taught up to that point) will be developed in collaboration with the content area PLC and other resources.	Quality end of unit assessments will be developed by all teachers.		
		Work with PLC groups to determine where gaps in learning are present and how to address those gaps.	Content will be fully correlated to state standards, with a logical sequence from year to year.		
	Key Core Work Process #2: Design and Deliver Instruction	Writing teachers at GCMS will be provided job embedded professional development in writing instruction. This may include combined scoring sessions, PLC meetings to discuss and revise writing prompts, and working with writing specialists to increase writing skills.	Content will be fully correlated to state standards with a logical sequence from year to year.		
	Key Core Work Process #6: Establishing Learning Culture and Environment	Spark Team Supports: Teachers visit classrooms with students from their own SPARK teams to foster relationships and encourage academic excellence.	Students will experience deeper relationships with staff members, leading to		

Goal 2 (State your science, social studies, and writing goal.): By May 2027 Green County Middle School will increase the combined (Science, Social Studies, and On Demand) percentage of Proficient and Distinguished students to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			increased accountability as well as increased support.		

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 2027 Green County Middle School will increase the combined (reading and math) percentage of Proficient and Distinguished rates for students with disabilities from 18% to 40%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023 GCMS will decrease the combined (reading and math) novice percentages for students with disabilities to less than 40%.	Key Core Work Process #2: Design and Deliver Instruction	All GCMS teachers will be trained in the use of Mike Rutherford’s Artisan Teacher instructional strategies and supported in this work by school and district administrators.	Evidence gathered through Instructional Rounds and classroom walkthroughs		
		Reading Plus will be utilized to enhance classroom instruction and encourage mastery of standards.	Evidence of student improvement by reading levels.		
	Key Core Work Process #5: Design, Analyze, and Deliver Support.	GCMS will continue to implement and refine a “Shared Learning” model for our students with IEPs as well as other struggling learners and other students who are consistently novice on assessments. This model will include 3 teachers per shared learning class, and will focus on small group delivery and small, manageable chunks of content.	Evidence of student progress as measured through daily tasks and assessments (formative, summative, MAP)		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2027, all EL students will progress at least 2 levels as indicated by ACCESS testing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, GCMS EL students will progress at least .5 levels as indicated by ACCESS testing.	Key Core Work Process #6: Establishing Learning Culture and Environment	All teachers will receive diversity and inclusion training.			
		Students are provided equitable access to all curriculum through full immersion programs.			
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2027, Green County Middle School will increase its indicator from 67.3 to 75.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, GCMS will increase its indicator from 67.3 to 68.8.	Key Core Work Process #5: Design, Analyze, and Deliver Support	Mentor groups (SPARK groups -Showing Personal Attention Respect and Kindness) will be utilized monthly and will provide direct adult interaction and intervention with every student in the school. These groups will review data, set goals, and monitor progress toward those goals. The primary purpose of these groups will be for every student to have at least one adult in the building that is keeping up with them on a regular basis.	Students will experience deeper relationships with staff members, leading to increased accountability as well as increased support.		
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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>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?</p> <p>Response: School leadership will focus on continuous improvement for all students--each student showing growth each day. School leadership will develop and guide processes for individual and group accountability--name and claim. School leadership will provide opportunities for planning among collaborative teams and shared learning teams. District leadership will support these processes through weekly and monthly administrator meetings and support during planning sessions when necessary.</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: All faculty members are given the opportunity to review the daily school schedule and provide input. Schedules for students in identified gap groups are created manually by multiple school personnel. The school leadership team consisting of teachers, counselors, and administrators conduct a Needs Assessment each fall to determine the priority areas for school growth per the Key Core Work Processes document. The SBDM council reviews allocation of resources on a monthly basis and provides input.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: Early release time on Fridays and monthly planning meetings are used for faculty and PLC groups (both grade level and content specific) to discuss the needs of targeted subgroups. SPARK teams are intentionally selected by staff and meet monthly to address the academic and social-emotional needs of students.</p>
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: Reading Plus will be used to determine each student’s reading level and provide individualized tasks to monitor and support growth towards grade level standards. Non-academic data such as attendance is monitored and efforts are made to increase attendance on an individual basis. Mike Rutherford’s Artisan Teacher strategies will be implemented in all classrooms to ensure skillful teaching focused on content standards and aspects of teaching that focus on mastery.

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.

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive 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"/>
Reading Plus	Reading Plus. (2008). Huntington Station, NY: Taylor Associates/Communications, Inc.	<input type="checkbox"/>
Train staff to implement teaching strategies from Artisan Teacher	Rutherford, M. (2013). The Artisan Teacher: A Field Guide to Skillful Teaching. Rutherford Learning Group, Inc: Weddington, NC.	<input type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
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:

Evidence-based Practices

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

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

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