

## 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.

Increase overall reading PD from 64% PD to 77.7% PD during the 2024-2025 school year.

Increase overall math PD from 66% PD to 73.1%PD during the 2024-2025 school year.

Increase the reading proficiency for students with disabilities from 20% to 39% by May of 2025

Increase the math proficiency for students with disabilities from 19% to 26.4% by May 2025.

## 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.

Overall objectives to improve student achievement levels have been maintained over the past years. Even though the percentage of proficient and distinguished students changes each year, the goal to increase scores overall does not. The strategy of meeting in content PLC's to analyze student data and common assessments will continue. Data will be reviewed, and assessments adjusted when needed.

To meet the needs of our students GMS has implemented an MTSS bi-weekly meeting that analyzes student academic, behavior, and SEL needs. Grade-level families come together to discuss individual students. As a team, we look at any factors that could prevent a specific student from succeeding in any aspect of his or her education.

There has been an emphasis on Character Education for the 2024-2025 school year. Weekly time has been built into the schedule where students receive tier 1 character education through Character Strong. The reasoning for the implementation was based on staff and parent feedback about the importance of student well-being and acceptance of all.

## Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	64% reading 66% math	+1 No change
State Assessment Results in science, social studies, and writing	45% science 56% SS 70% On-Demand	+4 -4 +8
English Learner Progress	N/A	
Quality of School Climate and Safety	69.5%	No Change
Postsecondary Readiness (high schools and districts only)	N/A	
Graduation Rate (high schools and districts only)	N/A	

**Goal:** 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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	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.

## Explanations/Directions

### 1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Gray Middle School will increase READING proficiency from 66% PD to 77.7% PD by May of 2027. GMS will increase MATH proficiency from 66% PD to 73.1% PD by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase Reading proficiency from 66% PD to 70% PD by May of 2025.</p> <p>Objective 2: Increase Math proficiency from 66% PD to 73.1% PD by May of 2025</p>	KCWP 4 Review, Analyze, and Apply Data	<p>1. Through the course of the 24-25 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (This data includes District paced Benchmark Unit assessments and district MVPA assessment). The MVPA assessments take place three times per year.</p> <p>2. Three times a year students will complete their own Goal Setting sheet that will allow them to see their academic data on each benchmark assessment and then create a goal to ensure growth.</p> <p>3. GMS teams and families will analyze MTSS data to determine the appropriate tier for each student based on success with academic standards.</p>	<p>1. Ongoing in PLC meetings with specific content areas.</p> <p>2. Through PLC's teachers will analyze individual student assessment data and determine overall growth.</p> <p>3. MTSS academic data will drive decisions for tier 2 and tier 3 interventions. After conversations about individual students and using progress monitoring data students will be placed based on individual needs.</p>	<p>1. Principal, Assistant Principal, Instructional Coach</p> <p>2. Principal, Assistant Principal, Instructional Coach.</p> <p>3. GMS Leadership Team- Principal, AP, Instructional Coach and School Counselors.</p>	



Goal 2 (State your science, social studies, and writing goal.): Gray Middle School will increase the Proficiency of science from 45% to 55.1%, Social Studies from 56% to 69%, and Writing from 70% to 79% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science proficiency from 45% PD to 48% PD by May 2025.	KCWP 4 Review, Analyze, and Apply Data	Through the course of the 24-25 school year content teams will begin analyzing common assessment data. A PLC form will be utilized, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA and District Unit Assessments)	Increase in student academic success on benchmark assessments. As common formative assessment questions are analyzed and adjusted to ensure higher DOK student success in benchmark assessments (MVPA) should improve.	Administrative team. Principal and AP will each have a content area that they meet with for PLC's. Content teams will also be tasked with holding one another accountable for data.	
Objective 2 Increase SS proficiency from 56% PD to 61% PD by May 2025.	KWCP 5 Design, Align, and Deliver Support	Academic data is being reviewed in bi-weekly PLC's. During this time common formative and summative assessments are being created, and if already created, analyzed to determine the rigor of the assessment. District Unit assessments have been implemented and given to students throughout the school year.	An increase in rigor for common formative and summative assessments. The increase will be measured by a variety of ways for students to demonstrate their understanding.	Administrative team. Principal and AP will each have a content area that they meet with for PLC's. Content teams will also be tasked with holding one another accountable for data.	
Objective 3 Increase Writing proficiency from 70% to 73% by May of 2025	KWCP 6 Establishing Learning Environment and Culture	A Core plus more model has been implemented at GMS. This ensure all students are receiving grade level standards in addition to their Specially Designed Instruction. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions,	Administrative team and IC will review walk-thru data specifically targeting student engagement.	



		students the opportunity to work with others and see different points of view.	and completion of assignments.		
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## 2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the reading proficiency for Disability from 20% to 39.3% by May 2025.</p> <p>Objective 2: Increase the math proficiency for Disability 19% to 26.4% by May 2025.</p>	KWCP 6 Establishing Learning Environment and Culture	Through the implementation of a core plus more model GMS students showed a steady increase in both reading and math. Continuing the Core plus more model ensure students are exposed to grade level standards and are also receiving their SDI. If a student has resource minutes that go beyond school-wide MTSS time those minutes will be addressed during unified arts time.	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student engagement, participation, and interest in the classroom activities. Increase in benchmark assessment data (i.e. District Unit Assessments and MVPA)	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

## 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).



#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): Gray Middle School will increase English Learner proficiency in reading from 34% to 36.9% by May of 2025. GMS will increase math proficiency from 36% to 39.2% by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase English Learner proficiency in reading from 34% to 36.9% by May of 2025. GMS will increase math proficiency from 36% to 39.2% by May of 2025.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers. These have started during monthly staff meetings.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Administrative team will monitor lessons to ensure information from monthly trainings are being embedded. Teachers also have access to District ELL coordinator to come in and support.	

#### 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 69.5 to 81 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the quality of school climate and safety indicator from 69.5 to 75.9 by May 2025.	KCWP 2 Design and Deliver Instruction	Teachers will utilize Character Strong to deliver Character Education lessons on a weekly basis.	Decreased school counselor requests by students. Decreased behavior referrals	Guidance counselors will review data in the fall and spring.	\$6,000

Objective 2	KCWP 5 Design, Align and Deliver Support	Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of service	Decreased school counselor requests by students. Decreased behavior referrals.	Guidance counselors will review data in the fall and spring.	
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### 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					

**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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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?
<b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<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.
<b>Response:</b>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<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.
<b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<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?
<b>Response:</b>
<b>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.</b>



## 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"/>
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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:
<b>Consider:</b> 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 <b>Response:</b>
Identification of Critical Resources Inequities:
<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. <b>Response:</b>

## CSI Evidence-based Practices

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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.

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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"/>
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