

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.

- Overall performance of sub group, students with disabilities, on Reading and Mathematics on the KSA Assessment 2022-23.
- Overall, 30 % of all students scored Proficient or Distinguished on the KSA Math Assessment for 2022-23.
- Overall 30% of all students scored Proficient or Distinguished on the Science and Social Studies KSA Assessments for 2022-23.

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.

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.7	+3.1
State Assessment Results in science, social studies and writing	48.2	-3.5
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	61.2	-1.7
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

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
<p>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.</p>	<p>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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Reading and Math. There will be an increase overall in the percentage of students scoring proficient/distinguished in Reading from 42% in 2022-23 to 63.9%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Math from 30% in 2022-23 to 51.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the end of the 2023-24 school year, increase overall in students scoring proficient/distinguished in Reading from 42% in 2022-23 to 59.7%</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p>	<p>Staff work days built w/focus on curriculum work and alignment of learning targets to KAS</p> <p>Review pacing guides and curriculum maps w/common planning</p>	<p>Curriculum Documents aligned to KAS w/i departments</p> <p>Curriculum Documents aligned to KAS w/i departments</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p> <p>SBDM Title 1 Section 6</p>
	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>High quality Tier 1 instructional strategies focus established within all departments</p>	<p>Administrator walkthroughs and feedback, coaching sessions, and peer observations</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title 1 Section 6</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1 (State your reading and math goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Reading and Math. There will be an increase overall in the percentage of students scoring proficient/distinguished in Reading from 42% in 2022-23 to 63.9%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Math from 30% in 2022-23 to 51.5%.</p>		<p>PD and Staff Development to plan student learning activities(KWL, Guided Notes, Notice & Wonder, Close Reading)</p>	<p>Common planning among content partners, peer observations</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Analyze assessment results (KPREP, iReady, etc..) to determine impact of instructional strategies.</p>	<p>Formative and Summative data tracking systems for all core content areas</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly SBDM - SBDM Members/Monthly 	<p>SBDM Title 1 Section 6</p>
		<p>iReady diagnostic teacher and student reflections to identify students based on academic need for academy classes(intervention classes).</p>	<p>iReady growth checks and overall iReady growth from Fall to Spring diagnostics</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly MTSS Meetings - MTSS School Team(Interventionists, District MTSS coordinator, Counselor, District Director of Teaching and Learning) 	<p>SBDM Title 1 Section 6</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1 (State your reading and math goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Reading and Math. There will be an increase overall in the percentage of students scoring proficient/distinguished in Reading from 42% in 2022-23 to 63.9%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Math from 30% in 2022-23 to 51.5%.</p>		<p>Common planning for content partners and grade level teams</p>	<p>Review of master schedule</p>	<ul style="list-style-type: none"> • Master schedule • PLC meeting schedules 	<p>SBDM Title 1 Section 6</p>
<p>Objective 2 By the end of the 2023-24 school year, increase overall in students scoring proficient/distinguished in Math from 30% in 2022-23 to 45.8%.</p>	<p>KCWP 1: <u>Design and Deploy Standards</u></p>	<p>Staff work days built w/focus on curriculum work and alignment of learning targets to KAS</p>	<p>Curriculum Documents aligned to KAS w/i departments</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
		<p>Review pacing guides and curriculum maps w/common planning</p>	<p>Curriculum Documents aligned to KAS w/i departments</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
	<p>KCWP 2: <u>Design and Deliver Instruction</u></p>	<p>High quality Tier 1 instructional strategies focus established within all departments</p>	<p>Administrator walkthroughs and feedback, coaching sessions, and peer observations</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title 1 Section 6</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1 (State your reading and math goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Reading and Math. There will be an increase overall in the percentage of students scoring proficient/distinguished in Reading from 42% in 2022-23 to 63.9%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Math from 30% in 2022-23 to 51.5%.</p>		<p>PD and Staff Development to plan student learning activities(KWL, Guided Notes, Notice & Wonder, Close Reading)</p>	<p>Common planning among content partners, peer observations</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Analyze assessment results (KPREP, iReady, etc..) to determine impact of instructional strategies.</p>	<p>Formative and Summative data tracking systems for all core content areas</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly SBDM - SBDM Members/Monthly 	<p>SBDM Title 1 Section 6</p>
		<p>iReady diagnostic teacher and student reflections to identify students based on academic need for academy classes(intervention classes).</p>	<p>iReady growth checks and overall iReady growth from Fall to Spring diagnostics</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly MTSS Meetings - MTSS School Team(Interventionists, District MTSS coordinator, Counselor, District Director of Teaching and Learning) 	<p>SBDM Title 1 Section 6</p>

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Science, Social Studies, and Writing. There will be an increase overall in the percentage of students scoring proficient/distinguished in Science from 20% in 2022-23 to 45%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Social Studies from 29% in 2022-23 to 55%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Writing from 36% in 2022-23 to 60%.</p>	<p>KCWP 1: <u>Design and Deploy Standards</u></p>	<p>Staff work days built w/focus on curriculum work and alignment of learning targets to KAS</p>	<p>Curriculum Documents aligned to KAS w/i departments</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
<p>Objective 1 By the end of the 2023-24 school year, increase overall in students scoring proficient/distinguished in Science from 20% in 2022-23 to 32.6%</p>	<p>KCWP 2: <u>Design and Deliver Instruction</u></p>	<p>Review pacing guides and curriculum maps w/common planning</p>	<p>Curriculum Documents aligned to KAS w/i departments</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title 1 Section 6</p>
	<p>KCWP 2: <u>Design and Deliver Instruction</u></p>	<p>High quality Tier 1 instructional strategies focus established within all departments</p>	<p>Administrator walkthroughs and feedback, coaching sessions, and peer observations</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title 1 Section 6</p>
		<p>Use instructional strategies to plan student learning activities(CER, TCI) to demonstrate learning through writing within all contents</p>	<p>Common planning among content partners, peer observations</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>
	<p>KCWP 4: <u>Review, Analyze and Apply Data</u></p>	<p>Analyze assessment results (KSA) to determine impact of instructional strategies and determine areas for growth or areas of need to target</p>	<p>Summative assessment results analysis within each department</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly SBDM - SBDM Members/Monthly 	<p>SBDM Title ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Science, Social Studies, and Writing. There will be an increase overall in the percentage of students scoring proficient/distinguished in Science from 20% in 2022-23 to 45%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Social Studies from 29% in 2022-23 to 55%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Writing from 36% in 2022-23 to 60%.</p> <p>Objective 2 By the end of the 2023-24 school year, increase overall in students scoring proficient/distinguished in Social Studies from 29% in 2022-23 to 64.1%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Staff work days built w/focus on curriculum work and alignment of learning targets to KAS</p> <p>Use instructional strategies to plan student learning activities(CER, TCI) to demonstrate learning through writing within all contents</p> <p>Collecting and sharing data from formative & summative assessments.</p> <p>Use instructional strategies to plan student learning activities(CER, TCI)</p> <p>Analyze assessment results (KSA) to determine impact of instructional strategies and determine areas for growth or areas of need to target</p>	<p>Curriculum Documents aligned to KAS w/i departments</p> <p>Common planning among content partners, peer observations</p> <p>Summative & Formative Assessments built w/i departments and content partners</p> <p>Common planning among content partners, peer observations</p> <p>Formative and Summative data tracking systems for all core content areas</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By the end of the 2025-26 school year, GMS will have an increase overall in the percentages of students scoring proficient/distinguished in Science, Social Studies, and Writing. There will be an increase overall in the percentage of students scoring proficient/distinguished in Science from 20% in 2022-23 to 45%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Social Studies from 29% in 2022-23 to 55%. There will be an increase overall in the percentage of students scoring proficient/distinguished in Writing from 36% in 2022-23 to 60%.</p> <p>Objective 3 By the end of the 2023-24 school year, increase overall in students scoring proficient/distinguished in Writing from 36% in 2022-23 to 45%</p>	<p>KCWP 1: <u>Design and Deploy Standards</u></p>	<p>Staff work days built w/focus on curriculum work and alignment of learning targets to KAS</p> <p>Use instructional strategies to plan student learning activities(CER, TCI) to demonstrate learning through writing within all contents</p>	<p>Curriculum Documents aligned to KAS w/i departments</p> <p>Common planning among content partners, peer observations</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p>
	<p>KCWP 2: <u>Design and Deliver Instruction</u></p>	<p>Collecting and sharing data from formative & summative assessments.</p>	<p>Summative & Formative Assessments built w/i departments and content partners</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title ESSER</p>
	<p>KCWP 4: <u>Review, Analyze and Apply Data</u></p>	<p>Use instructional strategies to plan student learning activities(CER, TCI)</p> <p>Analyze assessment results (KSA) to determine impact of instructional strategies and determine areas for growth or areas of need to target</p>	<p>Common planning among content partners, peer observations</p> <p>Formative and Summative data tracking systems for all core content areas</p>	<ul style="list-style-type: none"> • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations- Admin/Weekly • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's - bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly • SBDM - SBDM Members/Monthly 	<p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p>

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
<p>Objective 1 By May 2024 30% of students with disabilities will score proficient/distinguished in Reading on KSA.</p>	<p>KCWP 1: <u>Design and Deploy Standards</u></p>	<p>Resource setting designed to support instruction aligned to KAS for all student levels.</p>	<p>Formative & Summative data; iReady student pathways ARC recommendations</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>
		<p>Review pacing guides and curriculum maps w/common planning</p>	<p>Curriculum Documents aligned to KAS w/ departments</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Analyze assessment results (KPREP, iReady, etc..) to determine impact of instructional strategies(co-teaching strategies)</p>	<p>Formative and Summative data tracking systems for all core content areas</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>
		<p>iReady diagnostic teacher and student reflections to identify students based on academic need for academy classes(intervention classes).</p>	<p>iReady growth checks and overall iReady growth from Fall to Spring diagnostics</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Grade level resource classes for Reading goals based on student IEPs</p>	<p>Growth demonstrated by students with iReady diagnostics and growth checks</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p>
<p>Objective 2 By May 2024 18% of students with disabilities will score proficient/distinguished in Math on KSA.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Resource setting designed to support instruction aligned to KAS for all student levels.</p> <p>Staff work days built with content planning among collaborators for each grade level.</p>	<p>Formative & Summative data; iReady student pathways ARC recommendations</p> <p>Curriculum Documents aligned w/i departments</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Analyze assessment results (KPREP, iReady, etc..) to determine impact of instructional strategies(co-teaching strategies)</p> <p>Identify students based on academic need for academy classes(intervention classes) using formative & summative assessment results.</p>	<p>Formative and Summative data tracking systems for all core content areas</p> <p>Formative and Summative data tracking systems for ELA and Math teacher; iReady diagnostic teacher and student reflections</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Walkthroughs/Observations- Admin/Weekly Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly Admin, Teacher Leaders, Team Leaders/Monthly Interventionists/Monthly Walkthroughs/Observations- Admin/Weekly 	<p>SBDM Title ESSER</p> <p>SBDM Title ESSER</p>
	<p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Grade level resource classes for Math goals based on student IEPs</p>	<p>Growth demonstrated by students with iReady</p>	<ul style="list-style-type: none"> Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly PLC's - bi-weekly 	<p>SBDM Title ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			diagnostics and growth checks	<ul style="list-style-type: none"> • Admin, Teacher Leaders, Team Leaders/Monthly • Walkthroughs/Observations-Admin/Weekly 	

4: English Learner Progress

Goal 4 (State your English Learner goal.):N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 5 (State your climate and safety goal.): By the end of the 2025-26 school year, GMS will have an overall index rating move from Low(orange) to High(green) on the student quality of school climate and safety survey.</p>					
<p>Objective 1 By the end of the 2023-24 school year the climate index results will increase from 66.9 to 71.0.</p>	<p>KCWP 5: <u>Design, Align and Deliver Support Processes</u></p>	<p>Implement a school-wide MTSS team. SEL Instruction</p>	<p>Monitor MTSS processes for providing student support based attendance(truancy), discipline data, and past survey results</p>	<ul style="list-style-type: none"> • MTSS School Team- Counselor, Interventionists, District Admin • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title ESSER</p>
	<p>KCWP 6: <u>Establishing Learning Culture and Environment</u></p>	<p>PBIS school-wide expectations, reviewed each beginning of 9 weeks, after breaks within the school calendar</p>	<p>Student behavior data and consequences</p>	<ul style="list-style-type: none"> • Living Calendar - Admin • Weekly Update- Admin • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly 	<p>SBDM Title ESSER</p>
		<p>PBIS reward incentives for students meeting school-wide PBIS expectations</p>	<p>Student rewards & celebrations; GMS PBIS store items purchased</p>	<ul style="list-style-type: none"> • Living Calendar - Admin/Weekly • Master Schedule - Admin/Annually • PLC's bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title ESSER</p>
<p>Objective 2 By the end of the 2023-24 school year the safety index results will increase from 58.8 to 68.0.</p>	<p>KCWP 5: <u>Design, Align and Deliver Support Processes</u></p>	<p>Implement a school-wide MTSS team to provide needed supports for students.</p>	<p>Monitor MTSS processes for providing student support based on needs that arise</p>	<ul style="list-style-type: none"> • MTSS School Team- Counselor, Interventionists, District Admin • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly • PLC's bi-weekly • Admin, Teacher Leaders, Team Leaders/Monthly 	<p>SBDM Title ESSER</p>
		<p>Routine practice of all school-wide emergency drills</p>	<p>Review and reflection after conclusion of each drill; Provide feedback to staff for improvement/praise</p>	<ul style="list-style-type: none"> • Living Calendar - Admin • Weekly Update- Admin 	<p>SBDM Title ESSER</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 5 (State your climate and safety goal.): By the end of the 2025-26 school year, GMS will have an overall index rating move from Low(orange) to High(green) on the student quality of school climate and safety survey.	KCWP 6: <u>Establishing Learning Culture and Environment</u>	PBIS school-wide expectations, reviewed each beginning of 9 weeks, after breaks within the school calendar	Student behavior data and consequences	<ul style="list-style-type: none"> • Living Calendar - Admin • Weekly Update- Admin • Meeting Agendas- Admin, Teacher Leader, Team Leaders/Monthly 	SBDM Title ESSER

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?

Response: *School leadership will participate in PD opportunities that are focused on improving instructional strategies and teaching practices for students with disabilities. School leadership will work with the special education teacher leader to ensure that all members of the special education department are being provided the support needed to provide the learning opportunities and accommodations necessary for student growth and achievement.*

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: *School leadership worked with the special education teacher leader to place special education collaborators for each content area, which allows collaborators to specialize in specific content areas. School leadership meets with the special education teacher leader monthly to discuss the needs of the special education department. Special education department PLC's occur monthly to help review practices, processes, and resources needed to continue to support our students with disabilities.*

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:

School leadership reviewed the master schedule in place from the 2022-24 school year, prioritizing the scheduling of students with disabilities. Improvements were made to the master schedule affording special education teachers the ability to use C3 time in the morning for additional progress monitoring time and PLC time. Furthermore, special education teachers were designated to specialize in one to two content areas. GMS currently has provisionally certified teacher candidates. The loss of fully certified special education staffing in the middle of the year.

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: *The areas of need to be addressed are student proficient/distinguished percentages for students with disabilities in Reading and Math. The evidence-based practices that we will incorporate will be utilizing high-quality instructional practices aligned to grade level standards for math and reading intervention instruction, and professional development opportunities focused on co-teaching strategies within ELA and math classes. We will monitor the implementation and fidelity of these practices through regularly scheduled PLC's and regular classroom walkthroughs.*

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
<i>High-quality instructional practices aligned to grade level standards for math intervention instruction.</i>	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Institute of Education Sciences, E. N. C. for E. E. and R. A., & What Works Clearinghouse (ED). (2009). <i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i> . NCEE 2009-4060. What Works Clearinghouse.	<input checked="" type="checkbox"/>
<i>High-quality instructional practices aligned to grade level standards for reading intervention instruction.</i>	Vaughn, S., Kieffer, M., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Jayanthi, M., Gersten, R., Dimino, J., Taylor, M., Newman-Gonchar, R., Krowka, S., Haymond, K., Wavell, S., Lyskawa, J., Morgan, S., Keating, B., Yañez, A., & What Works Clearinghouse (ED). (2022). <i>Providing Reading Interventions for Students in Grades 4 - 9</i> . NCEE 2022-007. What Works Clearinghouse.	<input type="checkbox"/>
<i>PD for co-teaching strategies within ELA and math classes</i>	Payne, D., & Wolfson, T. (2000). <i>Teacher Professional Development---The Principals's Critical Role</i> . <i>NASSP Bulletin</i> , 13-21.	<input type="checkbox"/>
		<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:

CSI 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 Continuous Improvement Platform (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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