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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 Increase the proficiency ratings for ALL BCMS students from 53% to 55.1% in reading and math as measured by KAR.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: collaborate to Increase Math and Reading Proficiency. 64.0 P/D in Reading and 46.2% will score P/D in Mathematics by 06/01/2022 as measured by KAR.	KCWP3: Design and Deliver Assessment Literacy KCWP4: Review, Analyze, and Apply Data KCWP6: Establishing Learning Culture and Environment	KCWP3: Design and Deliver Assessment Literacy KCWP4: Review, Analyze, and Apply Data KCWP6: Establishing Learning Culture and Environment	Quarterly Star Reports	August October December February May	School Council and District Funds
		Activity Ren Learn Progress Monitoring Students will be monitored/assessed every 2-3 weeks for grade level comprehension growth using Ren Learn's Accelerated Reader/Star Reader. Each student will be given a report and have student to teacher discussions on progress. Strategies for each student will be developed with student-teacher discussions.	Growth Charts for Mrs. Parkers Data Presentations.	August October December February May	
		Teachers will target students who scored Apprentice or lower on KAR, did not meet benchmark, or are struggling in class and pull them for intervention time. Each Math/LA Teacher will target 18-22 students that they feel they can move into the proficient category. The focus of the intervention will include skills	Growth on Star, Improvement in class performance, and increase in KAR scores.	August October December February May August 2022 when scores return	

Goal 1 Increase the proficiency ratings for ALL BCMS students from 53% to 55.1% in reading and math as measured by KAR.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		they are lacking to prevent them from performing grade level tasks.			
		I-Ready	Growth on I-Ready	December, February, and May	ESSER

2: Separate Academic Indicator

Goal 2 Demonstrate a proficiency in Social Studies to 69.7%, Writing to 54.6%, and Science to 24.9% by 6/1/2022 as measured by KAR

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: demonstrate a proficiency in Social Studies to 69.7% by 06/01/2022 as measured by KAR	KCWP3: Design and Deliver Assessment Literacy KCWP4: Review, Analyze, and Apply Data KCWP6: Establishing Learning Culture and Environment	Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies. Teachers will create pacing guides prior to the school year. Teachers will share all unit plans including assessments, media, short answer, or extended response in departmental PLC meetings. All teachers will create pre and post assessments for the entire school year. Teachers will give pre and posttest at the beginning of the school year and then posttest every 4 weeks. Teachers and students will monitor mastery of standards based on the pre and post Tests IXL to review previously learned skills.	Increased Scores on Classroom Assessments and KAR	Pre and Post Assessments	1000.00

Goal 2 Demonstrate a proficiency in Social Studies to 69.7%, Writing to 54.6%, and Science to 24.9% by 6/1/2022 as measured by KAR					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: demonstrate a proficiency in Writing to 54.6% by 06/01/2022 as measured by KAR	KCWP3: Design and Deliver Assessment Literacy KCWP4: Review, Analyze, and Apply Data KCWP6: Establishing Learning Culture and Environment	Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies. Teachers will create pacing guides prior to the school year. Teachers will share all unit plans including assessments, media, short answer, or extended response in departmental PLC meetings. All teachers will create pre and post assessments for the entire school year. Teachers will give pre and posttest at the beginning of the school year and then posttest every 4 weeks. Teachers and students will monitor mastery of standards based on the pre and post Tests IXL to review previously learned skills			
Objective 3: demonstrate a proficiency in Science to 24.9% by 06/01/2022 as measured by KAR	KCWP3: Design and Deliver Assessment Literacy KCWP4: Review, Analyze, and Apply Data	Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies.			

Goal 2 Demonstrate a proficiency in Social Studies to 69.7%, Writing to 54.6%, and Science to 24.9% by 6/1/2022 as measured by KAR					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP6: Establishing Learning Culture and Environment	Teachers will create pacing guides prior to the school year. Teachers will share all unit plans including assessments, media, short answer, or extended response in departmental PLC meetings. All teachers will create pre and post assessments for the entire school year. Teachers will give pre and posttest at the beginning of the school year and then posttest every 4 weeks. Teachers and students will monitor mastery of standards based on the pre and post Tests IXL to review previously learned skills			

3: Achievement Gap

Goal 3 Increase the number of special education students scoring P/D in reading from 10.3% to 30% in reading and from 3.4% P/D to 25% by 6/1/2022 as measured by KAR.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: by May 2022 BCMS will increase the number of special education students scoring at or above proficiency to 30% reading, and 25% math.	KCWP 2 Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Mentoring, Progress Monitoring, RTI Detailed Plan, Schedule Changes, and Academic Coaches	Reduction in the GAP of SPED students to regular education students.	Monthly Progress Monitoring	
		RTI RTI class for students identified as needing further interventions. Each identified student will receive 54 minutes of intervention during class.			

4: Growth

Goal 4 Increase the combined reading and math growth in grades 6-8 from 71.8% to 76.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: increase student performance levels on state and classroom assessments	KCWP 5: Design, Align, and Deliver Support KCWP: Establishing Learning Culture and Environment	**Goal Setting** The principal and assistant principal will meet one on one with each individual student in the school, go over KAR scores, and cut scores. They will discuss strengths and weakness and set an action plan for the upcoming KAR test.	Increased number of P/D students	8/15/2021 6/1/2022	250.00
		Bomber Bling Teachers will award magnets for certain criteria in their classroom. For example if a student reaches mastery on a test, excels in a certain area, earns regional or state recognition, etc. Community Engagement, Behavioral Support Program	Increased number of P/D students	8/15/2021 6/1/2022	1000.00

5: Transition Readiness

	Goal 5 All students matriculating from BCMS will be transition ready for Ballard Memorial High School.				
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaboration to improve transition readiness between BCMS and BMHS students	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	8th grade CTC night in collaboration with Bomber Palooza to ensure that students understand the pathways that are offered at BMHS.	Increased number of students promoted to 9th grade.	8/15/2021 6/1/2022	0.00
Objective 2 Goal Setting Begin with the END in Mind	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	8th grade I promise to Graduate Ceremony…. Begin with the End in Mind.	Increased number of students who graduate in the BMHS class of 2026	May 2026	500.00

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					

7: Other (Optional)

Goal 7 Increase the number of parent members that are involved in school improvement decisions.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to ensure that parents are active participants in their child's education.	KCWP 6: Establishing Learning Culture	FRYSC- Family Focus - FRYSC helps to provide assistance to students and their families to ensure parental involvement, student well-being, and support to the school. (school based programs, drug/alcohol, CCR, floss and gloss, bullying awareness, K-prep Award celebrations, attendance incentives, reality store, truth and consequences, honor roll rewards, etc.)	Increased parental involvement, more parents vote in SBDM elections, increased Bomber Bash attendance, and more parent volunteers	8/15/2021 6/1/2022	1000.00
		The FRYSC provides the school and community with resources needed for student growth and achievement			
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:**

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:**

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? 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.

Response:

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.	☒
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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:

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.

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) 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 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
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