

# 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, Baldrige, 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
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

**1: Proficiency Goal**

Goal 1 Increase the proficiency ratings for ALL BCMS students from 59.7% to 62.0% in reading and math as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: collaborate to Increase Math and Reading Proficiency. 72.0% P/D in Reading and 50.0% will score P/D in Mathematics by 06/01/2023 as measured by KSA.</p>	<p>KCWP3: Design and Deliver Assessment Literacy</p> <p>KCWP4: Review, Analyze, and Apply Data</p> <p>KCWP6: Establishing Learning Culture and Environment</p>	<p>KCWP3: Design and Deliver Assessment Literacy</p> <p>KCWP4: Review, Analyze, and Apply Data</p> <p>KCWP6: Establishing Learning Culture and Environment</p>	<p>PLC Data Reports</p>	<p>August January March</p>	<p>School Council and District Funds</p>
		<p>Students will be assessed 3 times per year on I-Ready. Students will be assigned lessons on I-ready based on their current level of performance. Each student will be given a report after each diagnostic and teachers/admin will set goals for the next assessment.</p>	<p>I-ready Data reports Goal Setting Schedule I-ready GROWTH reward rosters</p>	<p>August January March</p>	<p>ESSER</p>
		<p>Teachers will target students who scored Apprentice or lower on KSA, did not meet benchmark, or are struggling in class and assign them time with interventionist. 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 they are lacking to prevent them from performing grade level tasks.</p>	<p>KSA reports I-ready reports Classroom assessments</p>	<p>August 2022 when scores return Monthly Grade Reports</p>	<p>ESSER</p>
		<p>Students who fail to make growth on I-ready from August to</p>	<p>I-ready Data reports</p>	<p>December</p>	<p>ESSER</p>

Goal 1 Increase the proficiency ratings for ALL BCMS students from 59.7% to 62.0% in reading and math as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		December will be assigned to Boot Camp. This will be a targeted intervention group that will work with interventionist to improve on skills they are lacking.			
		Students who are +- 5 points from a category will be targeted for Boot Camp. Interventionist will have an afterschool boot camp for 4 weeks prior to KSA testing.	KSA reports/Cut Scores	KSA reports from 2022 vs. 2023	ESSER
		Breakfast Club ALL students will work on Math/LA skills 3 days per week in Breakfast Club. Tuesday and Wednesday: DEAR novel in the Fall/Spring Thursday: I-ready	I-ready data reports		

2: Separate Academic Indicator

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Goal 2 Demonstrate a proficiency in Social Studies to 60%, Writing to 66.00%, and Science to 50.00% by 6/1/2023 as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: demonstrate a proficiency in Social Studies to 60.0% by 06/01/2023 as measured by KSA	KCWP3: Design and Deliver Assessment Literacy	Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies.	Increased Scores on Classroom Assessments, Simple Solutions Assessments, and KSA. PLC Agenda	Pre and Post Assessments Simple Solutions Assessments	ESSER
	KCWP4: Review, Analyze, and Apply Data	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.			
	KCWP6: Establishing Learning Culture and Environment	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 and Simple Solutions to work on spiraling in the standards throughout the year.			

Goal 2 Demonstrate a proficiency in Social Studies to 60%, Writing to 66.00%, and Science to 50.00% by 6/1/2023 as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: demonstrate a proficiency in Writing to 66.0% by 06/01/2023 as measured by KSA</p>	<p>KCWP3: Design and Deliver</p>				
	<p>Assessment Literacy</p>	<p>Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies.</p>	<p>Increased Scores on Classroom Assessments, Simple Solutions Assessments, and KSA.</p>	<p>Pre and Post Assessments Simple Solutions Assessments</p>	<p>ESSER</p>
	<p>KCWP4: Review, Analyze, and Apply Data</p>		<p>PLC Agenda</p>		
	<p>KCWP6: Establishing Learning Culture and Environment</p>	<p>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.</p>			
		<p>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</p>			
		<p>IXL to review previously learned skills and Simple Solutions to work on spiraling in the standards throughout the year.</p>			

Goal 2 Demonstrate a proficiency in Social Studies to 60%, Writing to 66.00%, and Science to 50.00% by 6/1/2023 as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: demonstrate a proficiency in Science to 50.0% by 06/01/2023 as measured by KSA.</p>	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Teachers will revise and review all unit plans for congruency of curriculum to common core in Social Studies.</p>	<p>Increased Scores on Classroom Assessments, Simple Solutions Assessments, and KSA. PLC Agenda</p>	<p>Pre and Post Assessments Simple Solutions Assessments</p>	<p>ESSER</p>
	<p>KCWP4: Review, Analyze, and Apply Data</p>	<p>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.</p>			
	<p>KCWP6: Establishing Learning Culture and Environment</p>	<p>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</p>			
	<p>IXL to review previously learned skills and Simple Solutions to work on spiraling standards throughout the year.</p>				

**3: Achievement Gap**

Goal 3 Decrease the number of special education students scoring Novice in reading from 64% to 32% in reading and from 71% to 35% in Math by 6/1/2023 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023 BCMS will decrease the number of special education students novice in reading from 64% to 32% and novice in Math from 71% to 35% as measured by KSA.	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, Success Lab, 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.			
		Level Up Academy Referral/Breakfast Club Coaching and Mentoring SPED students will be report to SPED teacher/Interventionist, and Academic Coaches each morning for targeted assistance on Math and LA.			





4: Growth

Goal 4 Increase the combined reading and math growth in grades 6-8 from 59.7 to 62.0 % in 2023.

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	<p><b>Goal Setting</b>                      The principal and assistant principal will meet one on one with each individual student in the school, go over KSA scores, and cut scores. They will discuss strengths and weakness and set an action plan for the upcoming KAR test.</p>	Increased number of P/D students	8/15/2022 6/1/2023	250.00
		<p><b>Bomber Bling/Post Cards /Shout Outs</b>                      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 with local business Giving Tree Giveaway and Grand Prize Game</p>	Increased number of P/D students	8/15/2022 6/1/2023	1000.00 1800.00 Giving Tree



**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	8 <sup>th</sup> 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 9 <sup>th</sup> grade.	8/15/2022 6/1/2023	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	8 <sup>th</sup> 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 Family Resource

**6: Graduation Rate**

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**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	8/15/2022 6/1/2023	1000.00
		The FRYSC provides the school and community with resources needed for student growth and achievement			
		Parker POW WOW-Principal will meet with parents 3 times during the school year to discuss academic and school goals. Parents will be given an opportunity to provide feedback to the Principal by completing a google form.	Sign n sheets, google form survey, and conversations with parents.	August 2022, January 2023, and May 2023	200.00 SBDM
	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:

<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>



**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.	<input checked="" type="checkbox"/>
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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
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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