

Comprehensive School Improvement Plan (CSIP)

1: Proficiency

| Goal 1 (State your proficiency goal.): By May of 2026 Bondurant Middle School will increase proficiency ratings in Reading and Math from 50.1 to 65 which would transition our rating from low to high range. | | | | | |
|---|---|---|-----------------------------------|--|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By May of 2023 Bondurant will increase the Reading proficiency from 43.8% to 56% (pre-pandemic). | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Ensure Amplify 100 Day curriculum map usage to fidelity during PLC’s planning process. | Submission of Curriculum Calendar | Focused Standards Checks In May of 2022 our P/D score was 39%, a 4.8% decrease. | District/ESSR 3 years of Amplify \$56.025 |
| | | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | MTSS | Movement by students in and out of tier instruction | |
| Objective 2 By May of 2023 Bondurant will reduce the Reading Novice from 33% to 25%. | KCWP 2: Teachers ensure cognitive engagement versus passive active engagement | Plan for and implement active student engagement strategies. | PEBC | ELEOT Walkthrough data | \$8,000 PEBC TSI professional development |
| | | Create and monitor a “Watch list” for students performing below apprentice cut score. | Student Data Meetings | Quarterly running records | |
| | | Read Naturally (reading fluency, comprehension) Technology based | Tier III Intervention | Aimsweb | \$2000 |
| Objective 3 By May of 2023 Bondurant will increase the Math proficiency from 38% to 45%. | KCWP 2: Design and Deliver Instruction: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Ensure EdGems curriculum map usage to fidelity during PLC’s planning process. | Submission of Curriculum Calendar | Focused Standards Checks In May of 2022 our P/D score was 38%, 15.7% increase from the previous year. | District/ESSR 3 years of EdGems \$31.482.00 |
| | | Ensure Tier 1 and Tier II instructional needs are met and next steps for | MTSS | Aimsweb | |

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| | | improvement identified for additional instruction during homeroom. | | | |
| | | Disseminate, train, and review a clearly defined RTI schoolwide process with applicable checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. To include literacy aid support and instruction | Professional Development | Aimsweb | \$2000 Release days |
| Objective 4 By May of 2023 Bondurant will reduce the Math Novice from 34% to 25%. | KCWP 2: Teachers ensure cognitive engagement versus passive active engagement | Plan for and implement active student engagement strategies. | PEBC | ELEOT Walkthrough data | \$8,000 PEBC TSI professional development |
| | | Create and monitor a "Watch list" for students performing below apprentice cut score. | Student Data Meetings | Quarterly running records | |
| | | Dreambox (math calculation, reasoning) Technology based | Tier III Intervention | Aimsweb | \$2000 |

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May of 2026 Bondurant Middle School will increase the separate academic proficiency rating in Science, Social Studies, and Writing from 48.8 to 59 which would transition our rating from Medium to High range.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|--|--|--|
| Objective 1 By May of 2023 Bondurant will increase the Science proficiency from 16% to 26% (pre-pandemic). | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Ensure Amplify curriculum map usage to fidelity during PLC’s planning process. | Submission of Curriculum Calendar aligned with unexpected walkthroughs | Focused Standards Checks In May of 2022 our proficiency/distinguished rating was 16%, a 5.4% drop from the previous year. | District/ESSR and Textbook Money 3 years of Amplify \$98,486.35 |
| | | Increase collaboration among certified science staff to ensure deconstruction of standards and development of congruent learning targets. | Certified Staff | 75% of the 2022 school year was taught by a long term sub. | |
| | KCWP 3: Tier 1 is the highly effective, culturally responsive, evidenced-based core instruction, provided to all students in the classroom. | Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. | Test Analysis during PLC | Formative Assessment Checks | Release time \$2000 |
| Objective 2 By May of 2023 Bondurant will increase the Social Studies proficiency from 38% to 45%. | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Ensure development of essential standards (inquiry). | DBQ Units | 2022 KSA data was a baseline date point, due to new standards and change in assessment. | Release time \$2000 |
| | | Create and monitor a “Watch list” for students performing below proficiency cut score. | | | |
| Objective 3 By May of 2023 Bondurant will increase the Writing proficiency from 43% to 50%. | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Create intentional opportunities for students to recipe and offer effective feedback during learning. | Writing Prompts | Thinking Strategies across content areas In May of 2022 our P/D score was 43%, a 23% decrease. | Release time \$2000 |

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 (State your achievement gap goal): By 2026 Bondurant will increase the proficiency percentage across all content areas for students with disabilities which will move us out of TSI status.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|---|-----------------------|---------------------------|----------|
| Objective 1: By May of 2023 Bondurant will increase the students with disability proficiency from very low to medium | Ensure that systems of collaboration are in place in order to meet the Tier 1 educational needs for ALL students. | Sonday Program (basic reading, reading fluency) | Benchmark Goals | IEP Goal Monitoring | District |
| | | Dreambox (math calculation, reasoning) Technology based | Benchmark Goals | IEP Goal Monitoring | District |
| By May of 2023 Bondurant will reduce the number of students with disabilities scoring Novice in all content areas. | KCWP 2: Teachers ensure cognitive engagement versus passive active engagement | Create and monitor a "Watch list" for students performing below apprentice cut score. | Student Data Meetings | Quarterly running records | |

4: Growth

| Goal 4 (State your growth goal.): By May of 2026 the overall quality of school climate and safety survey rating will increase from 51.8% to 66% which would transition our rating from low to high range. | | | | | |
|---|---|---|--|--|-----------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By May of 2023 50% of students will report on the QSCS Survey that students from this school respect one another's differences. | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Ensure Character Strong curriculum map usage in Homeroom to fidelity. | School Quality and Climate Survey | Quarterly Student Surveys 27% increase of student perceptions that bullying is a problem from 20-21 school year to 21-22. | District/ESSR \$7,497.00 |
| | | Ensure dynamic, multi-model learning, and flexible groups for students (Kagan, Thinking Strategies) is planned for in each classroom. | Teachers will attend professional development and begin to implement Kagan Structures and Thinking Strategies in their classroom | Usage in Walkthroughs | School Section 6 \$10,000 |
| | | Develop and parent advisory council to obtain perspective and commitment from all stakeholders | Quarterly minutes | Student Surveys | |
| Objective 2 By May of 2023 50% of students will report students believe that school is an encouraging place. | KCWP 2: Schools are to ensure their instructional program is intentional and of the utmost quality. Tier 1 is the highly effective, culturally responsive, evidence-based core provided to ALL students in the classroom. | Train on restorative practices to ensure our response to behavior is effective and trauma informed. | Reduction in repeat offenders | IC behavior data | |
| | | Develop a student advisory council to provide student leadership and voice in school decision making. | Meeting Minutes | Student Surveys | |

TSI : Students with disabilities

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| 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: Department Chairs completed an analysis of data, with their departments, from the KSA released information to determine critical needs for subgroups. This data was shared with team leaders who worked with the counseling department to edit homerooms groups as a way of providing more intervention time. |
| 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: PLC, SBDM, Culture & Climate Committee. New Curriculum and use of fidelity when implementing. Allocation of resources is distributed evenly and implementation of weekly lessons . Student lack of personal connection may contribute to underachievement or willingness to use accommodations due to current climate concerns. |

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 |
|---|---|-------------------------------------|
| Read Naturally (reading fluency, comprehension) Technology based | Repeated reading, teacher modeling, systematic instruction, differentiated instruction, positive/corrective feedback with reteaching, goal setting, self-monitoring | <input checked="" type="checkbox"/> |
| Dreambox (math calculation, reasoning) Technology based | Dreambox (math calculation, reasoning) Technology based task analysis, visual representations, provides teachers with data to analyze | <input type="checkbox"/> |
| Moving with Math (math calculation, reasoning) | Manipulatives based instruction, Differentiation, scaffolded support, individualized positive and corrective feedback, multiple opportunities for practice and response, explicit/systematic instruction, task analysis, use of the C-R-A model (Concrete-Representational-Abstract), multisensory activities for all learning styles, guided practice, direct instruction https://movingwithmath.com/learning-system/scientifically-based-research-and-results/ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

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: