



2022-23 Bryan Station Middle  
Continuous Improvement Diagnostic for Schools

2022-23 Phase One

**Bryan Station Middle School**  
**Robin Kirby**  
1865 Wickland Dr  
Lexington, Kentucky, 40505  
United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Robin Kirby

10/01/2022



# 2022-23 Bryan Station Middle Executive Summary for Schools

2022-23 Phase One

**Bryan Station Middle School**  
**Robin Kirby**  
1865 Wickland Dr  
Lexington, Kentucky, 40505  
United States of America

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in the Hermitage Hills subdivision, adjacent to Bryan Station High School, BSMS has been operating since 1933. Unique to Bryan Station Middle School is the Dual Language Immersion Program. In addition to our attendance area students, this immersion based language program builds on the foundation students receive from Spanish Immersion Elementary programs across the district. Students enter the program in Kindergarten and continue through graduation. Students continuing in the Dual Language Immersion Program through graduation will graduate prepared to compete in a global economy and will be fluent in the Spanish Language.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of BSMS is for all students to reach their full potential and succeed in a diverse society through positive relationships and meaningful instruction. Our vision is to provide learning opportunities for all students in a positive atmosphere while maintaining fair, firm and consistent expectations. Our staff collaboratively developed the PRIDE acronym (Positivity, Respect, Integrity, Determination, Excellence) to guide our daily work. We believe that all students should have equal access to a quality education and social/emotional support.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past three years, BSMS has worked diligently to close the achievement gaps in reading and math skill acquisition. To combat these areas, the school has implemented a schedule in which student deficits can be targeted in real time through the usage of reteach and support in a WIN Time model (What I Need Time) for Tier II supports for reading and math, this year we have included separate indicator areas of instructions. During this embedded time into the master schedule, students that are ready for extension with the specific standards are provided that support during this allotted time as well. The social emotion needs of students are being addressed as well during this time with students who have been

identified at the SE Tiered levels to received small group supports. Also, intervention classes have been built in the schedule for students performing at the lower 25%ile on MAP in reading and/or math through the elective rotation. Training is continued through professional learning communities to support student engagement (KAGAN) and English Learner supports in the general education classes (SIOP). Bryan Station Middle is working toward enhancing student learning by closing the achievement gap by 10% each year and increasing the variety of advanced and differentiated courses for all of our students. Through this, our school works to close the achievement gap in reading and math as well as increase the offering of high school credited courses. The school plans to see a 5-10% growth in KSA scores each year for the next three years. Currently, both the English/ Language Arts and Math departments follow the district created units of study in order to horizontally and vertically align lessons and content within the school. Also, the ELA department is utilizing the district adopted curriculum, Collections, and the Math department is implementing the district adopted curriculum, EnVision in all math classrooms. The math department follows a placement policy in which students are placed in developmentally-appropriate math classes determined by diagnostic tests, teacher recommendation, and grades throughout the school year.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Within our plan, we began with providing professional development for staff on Sheltered Instruction Operational Protocol (SIOP). Implementation of instructional strategies to help support English Learner students and monitoring and documentation of usage of strategies through walk-throughs and lesson plan templates following the Plan-Do-Study-Act model. Continuous professional development aligned with the needs of the staff. Focus groups established to hear the voice of students and help meet their needs through instruction and social emotional needs. Furthermore, establishing and implementation of strategies to increase family engagement. In addition these early implementations, we have utilized the school improvement funds to add certified and classified staff to support the co-teaching model in cohorted classes with EL students. Furthermore, providing professional development for classroom teachers to support the diverse needs of our English Learner population through student engagement strategies (KAGAN) for the entire staff.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Bryan Station Middle School is working on building community bonds through improving community events. Each month we hold a Family and Community Night to which all parents and community members are invited to attend. The events

include learning components for parents and community members to support our Title I program. The learning components include trainings on literacy, technology usage, STEM, accountability scores and meanings, guest speakers on school/ community safety, and other academic ideas. Programs have been created to support the large cultural diversity found within Bryan Station Middle. Bold & Beautiful Ladies, MADE, BSMS Young Leaders to help build self-esteem and character. The girls are required to provide behavior and grade reports during these check-ins so that mentors can follow up on any unsatisfactory reports with individual teachers. The M.A.D.E. program also support students with community mentors to ensure students are able to achieve both personal and academic goals. All of the programs listed provide community involvement through guest speakers, mock job interviews, public performances, and community service.



2022-23 Phase Two:  
The Needs Assessment for Schools

**Bryan Station Middle School**  
**Robin Kirby**  
1865 Wickland Dr  
Lexington, Kentucky, 40505  
United States of America



## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

All BSMS teachers review and analyze data through PLCs every week and apply data results as they cycle through Plan/Do/Study/Act. Teachers also meet bi-weekly to review content specific data in vertical alignment PLC. SBDM, MTSS, and our Instructional Leadership/CSIP team meets monthly to review and analyze data to inform decisions. BSMS Administrative team meets weekly to review both academic and behavior data.

#### **Review of Previous Plan**

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

- Goal 1: Increase the percentage of combined reading and math P/D scores from 49.6% to 74.6% by 2026. Activity: PLC at Work Professional Learning for

all teachers and administrators. Admin Team and Instructional Coach participate in PLC meetings to observe the implementation of the strategies learned through the PLC at Work PD. Monthly consultation visits from Solution Tree consultant, Tom Hierck during PLC meetings and debriefing with principal and instructional coach on next steps to work on in the coming month.

Debrief with Tom Hierck and Admin Team and Instructional Coach to reflect on the past year and areas to growth needed to move forward for 2022-2023 school year.

- Goal 2: Increase the percentage of students meeting proficiency in Science, Social Studies, and On Demand Writing to 85% by 2026. PLC meetings every week to review the alignment between standards and learning targets, and assessment measures. PLC facilitators - record the minutes of the PLC and ensure that learning intentions and success criteria are aligned; assessment measures are tied to the standards.
- Goal 3: Increase the percentage of students in one or more gap groups meeting proficiency in Reading and Math to 50% by 2026. Monthly data analysis focusing on data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) PLC facilitator & Instructional Coach document and monitor the data analysis discussions during PLC. Student supports will be identified for each level (Tier II and III behavior). Create/monitor a watch list from the discussion.
- Goal 4: Increase the percentage of EL students attaining growth on ACCESS from 60% to 75% by 2026. Bi-Weekly progress monitoring of EL Students EL teachers and Instructional Coach - review the progress monitoring of EL students bi-weekly through EL PLC meetings. Scheduling for 2022-2023 will identify EL students into 3 levels and provide resource support to give students direct instruction and support with language acquisition. Continue to support the co-teaching model - EL teachers in math and language arts classes to provide support in delivery of grade level content.
- Goal 4 was not met with the implementation of the activity identified. Contributing factors were lack of certified staff/resignation of staff supporting EL students, certified teacher attendance, and limited strategies utilized to support EL students with academic vocabulary.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  - The number of ODRs (Office Discipline Referrals) increase from 1008 in 2019 - 2020 to 1171 in 2021-2022.

- From 2019 to 2022, the school saw a 7.3% decrease in novice scores in reading and a 21.4% increase in novice scores in math among students in the English Learner plus monitoring classification.

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  - Eleven percent (11%) of English Learner plus monitored students scored proficient on Kentucky Summative Assessment (KSA) in reading.
  - Six percent (6%) of English Learner plus monitored students scored proficient on Kentucky Summative Assessment (KSA) in math.
- Teacher attendance rate was 78.25% for the 2021-2022 academic year.
- Survey results indicated 70% of the school's student population think bullying is a problem for this school.

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- Sixth percent (60%) of English Learners scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to just 22% of non-gap learners.

- 
- Eighty-one percent (81%) of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to 22% on non-gap learners.
  - Sixth-five (65%) of English Learners and seventy-two (72%) of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in Math opposed to twenty-nine percent (29%) of non-gap learners.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading achievement has increase in 8th grade from 58.1% P/D to its current rate of 61%. The instructional models we implemented for 8th grade reading can be adapted for our low performance in 6th and 7th grade reading. This can be achieved through implementation of teacher clarity and PLC model.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[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](#)

Utilizing implementation data, perception data, and current policies and practices:

- Complete the [Key Elements Template](#).
- Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

The school will continue to work on Teacher Clarity, Plan-Do-Study-Act lesson plans, Professional Learning Communities, Data analysis of formative and summative assessments align to the standards

## **ATTACHMENTS**

### **Attachment Name**

---



KCWP Strategic Design and Deploy Standards

## Bryan Station Middle's Comprehensive School Improvement Plan (CSIP) for 2022-25

### 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

**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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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>Schools should determine short-term objectives to be attained by the end of the current academic year. 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur 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**

<p>Goal 1 (State your reading and math goal.):</p> <ul style="list-style-type: none"> <li>By 2025, Bryan Station Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.</li> <li>By 2025, Bryan Station Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 30%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, <i>Bryan Station Middle</i> will increase P/D in Reading to 49%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.</p>	<p>PLC Observations</p> <p>Classroom Observations</p> <p>PLC Evidence</p>		N/A
		<p>On-going professional learning and monitoring in the areas of Teacher Clarity.</p>	<p>PLC Observations</p> <p>Classroom Observations</p>		N/A
		<p>On-going professional learning and monitoring in the areas of Reading strategies, KAGAN, EL objectives, School wide writing strategies, Sheltered Instruction Observation Protocol (SIOP) and PDSA implementation.</p>	<p>Walkthrough data</p> <p>Common Assessment</p> <p>Data Analysis</p>		N/A
<p>Objective 2 By 2023, <i>Bryan Station Middle</i> will increase P/D in Math to 38%.</p>		<p>Implementation of common unit assessments: These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p>	<p>ELA and Math common unit assessments (6-8)</p> <p>ROIS Report</p>		District Funding Source

Goal 1 (State your reading and math goal.):

- By 2025, Bryan Station Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.
- By 2025, Bryan Station Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	Navigator products FCPS ROIS School Data Protocols PLC products		N/A
		Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings.	Instructional Leadership team meetings and products Content area formative and summative data School data protocols		N/A

**2: State Assessment Results in science, social studies and writing**

Goal 2 (State your science, social studies, and writing goal.):  
 State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Bryan Station Middle will increase P/D in Science to 22%.	KCWP 1: Design and Deploy Standards	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence		N/A
	KCWP 2: Design and Deliver Instruction	On-going professional learning and monitoring in the areas of Teacher Clarity.	PLC Observations Classroom Observations		N/A
	KCWP 3: Design and Deliver Assessment Literacy	On-going professional learning and monitoring in the areas of Reading strategies, KAGAN, EL objectives, School wide writing strategies, Sheltered Instruction Observation Protocol (SIOP) and PDSA implementation.	Walkthrough data Common Assessment Data Analysis		N/A
	KCWP 4: Review, Analyze and Apply Data			Science and Social Studies common unit assessments (6-8)	District Funding Source

Goal 2 (State your science, social studies, and writing goal.):  
 State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.	ROIS Report		
		Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	Navigator products FCPS ROIS School Data Protocols PLC products		N/A
		Incorporate explicit data review, analysis and application components	Instructional Leadership team meetings and products		N/A

Goal 2 (State your science, social studies, and writing goal.):  
 State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		into PLCs and instructional leadership meetings for all student groupings.	Content area formative and summative data  School data protocols		

### 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	
Objective 1 By 2023, Bryan Station Middle will decrease Novice in Reading to 36%.	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 6: Establishing a Learning Culture and Environment	School wide RTI process with documentation tools and progress monitoring checks.	FAST PM MTSS Minutes Intervention Data		N/A	
Objective 2 By 2023, Bryan Station Middle will decrease Novice in Math to 43%.		Implementation of high yield instructional strategies in all content areas.	Walk-through Data Lesson Plans		N/A	
Objective 3		Implementation and monitoring of School Wide Reading and writing strategies and Academic Language Strategies	Walk-through Data Lesson Plans		N/A	
		Monthly data analysis focusing on data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?)	PLC Minutes		N/A	
			Progress Monitoring of EL and SPED students	PowerUp FAST		N/A
			Implementation and monitoring of culturally responsive practices	Walk-through Data Lesson Plans		N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Bryan Station Middlewill increase English Learner Progress index to 33 as measured by KSA. Current level is 19.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Bryan Station Middle will increase the English Learner Progress index to 24 as measured by KSA. Current level is 19.5.	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data  KCWP 5: Design, Align, and Deliver Support	Bi-Weekly progress monitoring of EL Students	PM Data		
		Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To Strategies EL for students and integrating EL objectives.	PLC Minutes Lesson Plans		
		Co-Teaching Model: EL Co-Teacher to assist with implementing strategies and focus on academic objectives.	Common Assessment Data MAP Data		\$65,000 (1.0 FTE)
Objective 2					

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

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



**6: Postsecondary Readiness (high school only)**

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**7: Graduation Rate (high school only)**

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**8: Other (Optional)**

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><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?</p> <p><b>Response:</b> The school leadership and teaching staff will participate in professional development and workshops on Sheltered Instruction Observation Protocol and student engagement strategies (KAGAN) for Tier I instructions to support the increase in student achievement for our EL population. Development of an action plan with monitoring from the district chief of completion of action items on a monthly basis. Professional development on Professional Learning Communities to ensure that our PLCs are working efficiently to increase student achievement for underperforming subgroups.</p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><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.</p> <p><b>Response:</b> Prior to the 2020-2021 school year, the English Language instructor was utilized for resource support for our EL population; however, through research and professional development, there is a need for more support of EL students in their general classes. Professional development for certified staff to support the growth of English Learners students through instructional strategies, language objectives, and academic language taught aligned with the content standards has been implemented.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b> The leadership team, along with staff, reviewed MAP data (Proficiency Projections Summary) to identify areas of concern within the English Learner subgroup. Through our analysis, the resource model of instruction for the English Language population was determined to be restrictive and was not meeting the needs of the students in the academic content-areas. Through analysis of walk-through data, it was determined that the teaching staff require professional development in effective student engagement strategies to increase student achievement at the Tier I level. Furthermore, continuing to work with a focus group of English Learner students helped to establish on-going conversations about the climate and</p>

culture of the building as well as the need for family engagement to help bridge the gap between our EL families and the school. In order to assist in building relationships between EL families and the school, we employed a bilingual staff member to help with school to home communication (English Learner Ambassador).

**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:**

**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.**

**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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” 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
<ul style="list-style-type: none"> <li>● Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Strong evidence)</li> <li>● Integrate oral and written English language instruction into content-area teaching. (Strong evidence)</li> <li>● Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (moderate evidence)</li> </ul>	<p>Bake, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., &amp; Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle schools</i> (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p>	<input checked="" type="checkbox"/>
<p>Collective Teacher Efficacy - Professional Learning Communities (Professional Development) for teachers and</p>	<p>Hattie, John. <i>Visible Learning</i> Abingdon, Oxon: Routledge, 2008.</p>	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
administration to help facilitate common language, purpose, establishing protocols to address students' academic needs in a collaborative setting.		
Co-Teaching - the instructor will assist with allowance of the co-teaching model in general education classes to support the development of academic language and strategies to engage EL students in the grade level curriculum/standards	Cramer, E., Liston, A., Nevin, A., & Thousand, J. (2010). Co-teaching in urban secondary school districts to meet the needs of all teachers and learners: Implications for teacher education reform. <i>International Journal of Whole Schooling</i> , 6(2), 59-76.	<input type="checkbox"/>
Training staff Sheltered Instruction Observation Protocol (SIOP) and student engagement strategies for Tier I instruction.	Hattie, John. <i>Visible Learning</i> Abingdon, Oxon: Routledge, 2008.	<input type="checkbox"/>
		<input type="checkbox"/>

### 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:

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><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.</p> <p><b>Response:</b></p>



**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) 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” 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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>