Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Tier 1 instruction in all tested areas (Reading, Math, Science, Social Studies, and Combined Writing) are a major concern for high school age students. The percentage of all students scoring at the proficient/distinguished levels on the Kentucky Summative Assessment are as follows HS Reading 27%, HS Math 20%, HS Science 5%, HS Social Studies 31%, and HS Combined Writing 28%.

Less than 15% of students in the achievement gap group of students with disabilities scored at the proficient/distinguished levels on the Kentucky Summative Assessment (KSA) in tested areas of: Reading (14%) and Math (10%).

Less than 25% of students in the achievement gap group of Economically Disadvantaged scored at the proficient/distinguished levels on the Kentucky Summative Assessment (KSA) in tested areas of: Reading (23%), Math (15%), Science (4%), Social Studies (24%), and Combined Writing (24%).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP #1: Design and Deploy Standards

- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks **(Process)**.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery **(Practice)**.

KCWP #2: Design and Deliver Instruction

- Ensure that all users of assessment data use information to benefit student learning **(Condition).**
- Ensure that all users of assessment data use information to benefit student learning **(Condition)**.

KCWP #3: Design and Deliver Assessment Literacy

- Ensure that grades effectively and accurately communicate student achievement **(Condition)**.
- Monitor and evaluate the validity of assessments, standards, and learning targets **(Practice)**.
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students **(Process)**.

KCWP #4: Review, Analyze and Apply Data

- Ensure that grades effectively and accurately communicate student achievement **(Condition)**.

KCWP #5: Design, Align, and Deliver Support

- Develop school culture supports, both academic and behavioral, to promote and support learning for all **(Condition).**
- Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture **(Condition)**.
- Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs **(Practice).**

KCWP #6: Establishing Learning Culture and Environment

- Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school **(Condition)**.

Indicator	Status	Change
State Assessment Results in reading and mathematics	43.2 (Low)	-10.0 (Decline)
State Assessment Results in science, social studies and writing	42.2 (Low)	-0.9 (Maintain)
English Learner Progress	*	*
Quality of School Climate and Safety	60.3 (Medium)	1.9 (Increase)
Postsecondary Readiness (high schools and districts only)	96.3 (Very High)	1.4 (Increase)
Graduation Rate (high schools and districts only)	95.3 (High)	1.0 (Increase)

Indicator Scores

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At BCHS, by the end of the 2023-24 school year, 35.6% of students will score Proficient/distinguished in reading.	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Develop a plan for Tier 2/3 intervention with a focus on reading and math.	Intervention system is in place with students properly identified in reading and math intervention by the start of 23-24 School year.	Utilize a calendar and checklist of events to ensure that the elements needed for the intervention system are in place for the beginning of the 23-24 school year.	
		Utilize core instructional staff to provide Tier 2/3 intervention in reading and math. The intervention will present data to show that students are making growth.	Ninety percent of students will make growth as a result of the Tier 2/3 intervention.	PLC minutes/agenda that document the growth being made by students in Tier 2/3 intervention	
		School leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the intervention system.	One hundred percent of teachers within the intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
	KCWP 1/2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction	School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson	Seventy percent of students will be able to explain the learning targets if asked.	**Weekly review of walkthrough data through weekly admin and leadership meetings.** **Documentation of PLC minutes**	

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	of the standard, development and gradual release phases, and arrive at standards mastery. Ensure that effective communication to guide this instructional planning. As well, as the Implementation formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	planning practices for each phase of Direct Explicit Instruction. • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.		

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. KCWP 5: Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional Learning on high yield strategies to engage learners in the content and increase achievement based on teacher needs.	All teachers will implement applicable professional learning based on their needs.	Specify professional learning opportunities in the 30-60-90 day plan for the school and district to document what PL is taking place and how it will be implemented/monitored	General Funds
Objective 2: At BCHS, by the end of the 2023-24 school year, 30% of students will score Proficient/distinguished in math.	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Develop a plan for Tier 2/3 intervention with a focus on reading and math.	Intervention system is in place with students properly identified in reading and math intervention by the start of 23-24 School year.	Utilize a calendar and checklist of events to ensure that the elements needed for the intervention system are in place for the beginning of the 23-24 school year.	
		Utilize core instructional staff to provide Tier 2/3 intervention in reading and math.	Ninety percent of students will make growth as a result of the Tier 2/3 intervention.	PLC minutes/agenda that document the growth being made by students in Tier 2/3 intervention	

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The intervention will present data to show that students are making growth.			
		School leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the intervention system.	One hundred percent of teachers within the intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1/2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrive at standards mastery. Ensure that effective communication to guide this instructional planning. As well, as the Implementation formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson planning practices for each phase of Direct Explicit Instruction. • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	Seventy percent of students will be able to explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular	Professional Learning on high yield strategies to engage learners in the content and increase achievement based on teacher needs.	All teachers will implement applicable professional learning based on their needs.	Specify professional learning opportunities in the 30-60-90 day plan for the school and district to document what PL is taking place and how it will be implemented/monitored	General Funds

Goal 1 (State your reading and math goal.):
By the end of the 2027-2028 school year we will increase Reading and Math scores on the Kentucky Summative Assessment in the following:

Reading will increase from 27% in 2023 to 70% by the end of 2028.
Math will increase from 20% in 2023 to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	adjustments when students fail to meet mastery. KCWP 5: Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.				

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

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At BCHS, by the end of the 2023-24 school year, 18% of students will score Proficient/distinguished in science.	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Develop a plan for Tier 2/3 intervention with a focus on reading and math.	Intervention system is in place with students properly identified in reading and math intervention by the start of 23-24 School year.	Utilize a calendar and checklist of events to ensure that the elements needed for the intervention system are in place for the beginning of the 23-24 school year.	
		Utilize core instructional staff to provide Tier 2/3 intervention in reading and math. The intervention will present data to show that students are making growth.	Ninety percent of students will make growth as a result of the Tier 2/3 intervention.	PLC minutes/agenda that document the growth being made by students in Tier 2/3 intervention	Programs for Tier 2/3 intervention.
	KCWP 1/2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrive at standards mastery. Ensure that effective	School leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the intervention system.	One hundred percent of teachers within the intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
		School leadership will monitor the following items regarding planning for instructional delivery:	Seventy percent of students will be able to	**Weekly review of walkthrough data through weekly admin and leadership meetings.**	

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	communication to guide this instructional planning. As well, as the Implementation formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	• Formative assessment measures are within lesson planning practices for each phase of Direct Explicit Instruction. • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.	Documentation of PLC minutes	

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. KCWP 5: Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional Learning on high yield strategies to engage learners in the content and increase achievement based on teacher needs.	All teachers will implement applicable professional learning based on their needs.	Specify professional learning opportunities in the 30-60-90 day plan for the school and district to document what PL is taking place and how it will be implemented/monitored	General Funds
Objective 2: At BCHS, by the end of the 2023-24 school year, 38.8% of students will score Proficient/distinguished in social studies.	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used	Develop a plan for Tier 2/3 intervention with a focus on reading and math.	Intervention system is in place with students properly identified in reading and math intervention by the start of 23-24 School year.	Utilize a calendar and checklist of events to ensure that the elements needed for the intervention system are in place for the beginning of the 23-24 school year.	
		Utilize core instructional staff to provide Tier 2/3 intervention in reading and math.	Ninety percent of students will make growth as a result of	PLC minutes/agenda that document the growth being made by students in Tier 2/3 intervention	Programs for Tier 2/3 intervention.

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	appropriately to tiered intervention needs.	The intervention will present data to show that students are making growth.	the Tier 2/3 intervention.		
	KCWP 1/2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrive at standards mastery. Ensure that effective communication to guide this instructional planning. As well, as the Implementation formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	School leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the intervention system.	One hundred percent of teachers within the intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
		School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson planning practices for each phase of Direct Explicit Instruction. • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn	Seventy percent of students will be able to explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.		
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. KCWP 5: Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional Learning on high yield strategies to engage learners in the content and increase achievement based on teacher needs.	All teachers will implement applicable professional learning based on their needs.	Specify professional learning opportunities in the 30-60-90 day plan for the school and district to document what PL is taking place and how it will be implemented/monitored	General Funds
Objective 3: At BCHS, by the end of the 2023-24 school year, 36.4% of students will score	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered	Develop a plan for Tier 2/3 intervention with a focus on reading and math.	Intervention system is in place with students properly identified in reading and math	Utilize a calendar and checklist of events to ensure that the elements needed for the intervention system	

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Proficient/distinguished in writing.	intervention movement considerations		intervention by the start of 23-24 School year.	are in place for the beginning of the 23-24 school year.	
	KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Utilize core instructional staff to provide Tier 2/3 intervention in reading and math. The intervention will present data to show that students are making growth.	Ninety percent of students will make growth as a result of the Tier 2/3 intervention.	PLC minutes/agenda that document the growth being made by students in Tier 2/3 intervention	Programs for Tier 2/3 intervention.
	KCWP 1/2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrive at standards mastery. Ensure that effective communication to guide this instructional planning. As well, as the Implementation formal and informal processes that teachers and students utilize to gather	School leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the intervention system.	One hundred percent of teachers within the intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
		School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson planning practices for each phase of Direct Explicit Instruction.	Seventy percent of students will be able to explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	evidence to directly improve the learning of students assessed.	• Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.		

Goal 2 (State your science, social studies, and writing goal.):
By the end of the 2027-2028 school year we will increase Science, Social Studies, and Writing scores on the Kentucky Summative Assessment in the following:

Science will increase from 5% in 2023 to 70% by the end of 2028.
Social Studies will increase from 31% to 70% by the end of 2028.
Writing will increase from 28% to 70% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. KCWP 5: Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Professional Learning on high yield strategies to engage learners in the content and increase achievement based on teacher needs.	All teachers will implement applicable professional learning based on their needs.	Specify professional learning opportunities in the 30-60-90 day plan for the school and district to document what PL is taking place and how it will be implemented/monitored	General Funds

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: At BCHS, by the end of the 2023-24 school year, 23.2% of students with an IEP will score Proficient/distinguished in reading.	KCWP 2/5: Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Identify, establish, and communicate a monitoring protocol for Academic Condition and Intervention classes	The building principal and the SPED Site Manager will know and be able to communicate the monitoring protocol for Academic Condition classes. One hundred percent of students will show progress as a result of the implementation of the Academic Condition/Intervention protocol.	Documentation of PLC minutes. Establishment/communication of the Academic Condition/Intervention protocol Academic Condition/Intervention lesson plan monitoring/review process	
		School/district leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the Academic Conditioning classes.	One hundred percent of AC teachers with will complete the monitoring form weekly. All SPED teachers will report progress of	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			students at weekly PLC meetings.		
	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations	School/district leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the Academic Condition/Intervention classes.	One hundred percent of AC teachers with intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
	KCWP 3/4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Each SPED student, their teachers (including SPED teachers), and accommodator will know and understand their accommodations based on data.	All general and special education teachers will make accommodations visible through lesson planning, as well as daily instruction.	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	
Objective 2: At BCHS, by the end of the 2023-24 school year, 22% of students with an IEP will score Proficient/distinguished in math	KCWP 2/3/5: Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Identify, establish, and communicate a monitoring protocol for Academic Condition and Intervention classes	The building principal and the SPED Site Manager will know and be able to communicate the monitoring protocol for Academic Condition classes. One hundred percent of students will show progress as a result of the implementation of the Academic Condition/Intervention protocol.	Documentation of PLC minutes. Establishment/communication of the Academic Condition/Intervention protocol Academic Condition/Intervention lesson plan monitoring/review process	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		School/district leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the Academic Conditioning classes.	One hundred percent of AC teachers with will complete the monitoring form weekly. All SPED teachers will report progress of students at weekly PLC meetings.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
	KCWP 2: Develop a protocol and monitoring/ documentation tool for tiered intervention movement considerations	School/district leadership will create and update a monitoring form that will be updated weekly by teachers that documents movement/growth of students receiving intervention services within the Academic Condition/Intervention classes.	One hundred percent of AC teachers with intervention classes will complete the monitoring form weekly.	Monitoring form review Discussion of intervention data the third week of the month during afterschool PLC. Documentation of PLC minutes.	
	KCWP 4/5: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to tiered intervention needs.	Each SPED student, their teachers (including SPED teachers), and accommodator will know and understand their accommodations based on data.	All general and special education teachers will make accommodations visible through lesson planning, as well as daily instruction.	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	

4: English Learner Progress

Goal 4 (State your English Learner goal.): N/A
BCHS does not currently have a student population of English Language learners.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By the end of the 2027-2028 school year we will increase our scores on the Quality of School Climate and Safety survey in the following:

Quality of School Climate and Safety status will increase from 60.3 in 2023 to 80 by the end of 2028.
Safety index score will increase from 57.7 in 2023 to 80 by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At BCHS, by the end of the 2023-24 school year, our Quality of School Climate and Safety status will increase to 64.3.	KCWP 5: Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. While also developing school culture supports, both academic and behavioral, to promote and support learning for all.	Implement a character development program for students that includes weekly lessons and incentives.	Will see an increase in student and faculty attendance, as well as a reduction in level 1, level 2 and level 3 behavior occurrences as evidenced by behavior matrix tracking sheets.	Weekly attendance reports shared during weekly service team meetings and staff emails Monthly faculty attendance reports from AP tracking Google form for level 1 behavior Office Referrals for level 2 behavior Infinite Campus reports for levels 3 and 4 behavior	
	KCWP 5: Refine the school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.	Revise and effectively communicate the PBIS system to promote and consistently reflect a tiered system of support for behavior.	Will see an increase in student and faculty attendance, as well as a reduction in level 1, level 2 and level 3 behavior occurrences as evidenced by behavior matrix tracking sheets.	Weekly attendance reports shared during weekly service team meetings and staff emails Monthly faculty attendance reports from AP tracking Google form for level 1 behavior Office Referrals for level 2 behavior Infinite Campus reports for levels 3 and 4 behavior	

Goal 5 (State your climate and safety goal.):
By the end of the 2027-2028 school year we will increase our scores on the Quality of School Climate and Safety survey in the following:

Quality of School Climate and Safety status will increase from 60.3 in 2023 to 80 by the end of 2028.
Safety index score will increase from 57.7 in 2023 to 80 by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Implement teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.	Have all students complete sample QSCS Survey during scheduled classes at least two times per school year. Once the survey has been completed, the school administrative team will look at data and present to staff. Data will also be discussed with students through individual conversations the week following the survey.	Will see improvement of perceptions from 100% of the student population. Will see growth/progress between comparisons of QSCS 1 vs QSCS 2.	Qualitative Conversation pieces with students for reflection on perceptions/misconceptions in school Comparison of QSCS data 1 with QSCS data 2 for growth/progress monitoring of perceptions/misconceptions in school.	
Objective 2: At BCHS, by the end of the 2023-24 school year, our Safety status index will increase to 62.2.	KCWP 6: Ensure that classroom policies and procedures align with the school's Code of Conduct. While also, ensuring the expectations of students are clearly defined, and that group norms have been established within the classroom.	Revise and effectively communicate the PBIS system to promote and consistently reflect a tiered system of support for behavior.	Will see an increase in student and faculty attendance, as well as a reduction in level 1, level 2 and level 3 behavior occurrences as evidenced by behavior matrix tracking sheets.	Weekly attendance reports shared during weekly service team meetings and staff emails Monthly faculty attendance reports from AP tracking Google form for level 1 behavior Office Referrals for level 2 behavior Infinite Campus reports for levels 3 and 4 behavior	
	KCWP 6: Enable students to develop leadership roles within the classroom and the school.	Implement a character development program for students that includes weekly lessons and incentives.	Will see an increase in student and faculty attendance, as well as a reduction in level 1, level 2 and level 3	Weekly attendance reports shared during weekly service team meetings and staff emails	

Goal 5 (State your climate and safety goal.):
By the end of the 2027-2028 school year we will increase our scores on the Quality of School Climate and Safety survey in the following:

Quality of School Climate and Safety status will increase from 60.3 in 2023 to 80 by the end of 2028.
Safety index score will increase from 57.7 in 2023 to 80 by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			behavior occurrences as evidenced by behavior matrix tracking sheets.	Monthly faculty attendance reports from AP tracking Google form for level 1 behavior Office Referrals for level 2 behavior Infinite Campus reports for levels 3 and 4 behavior	

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):
By the end of the 2027-2028 school year we will increase our scores for Post-Secondary Readiness in the following:

Academic readiness will increase from 75% in 2023 to 85% by the end of 2028.
Career readiness will increase from 71% in 2023 to 85% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At BCHS, by the end of the 2023-24 school year, our Academic Readiness will increase to 77%.	KCWP 1: Develop a progress monitoring system to monitor standards mastery for each student.	All students will be tracked by Cohort to indicate their mastery of standards in each course. All students will be tracked by their graduation cohort to monitor progress towards academic and/or career readiness.	Increase in Career Readiness and Industry Certifications. Increase in Academic Readiness	Dual Credit Career Pathway Credit/Certification EOC Assessment results IC Completion	

Goal 6 (State your postsecondary goal.):
By the end of the 2027-2028 school year we will increase our scores for Post-Secondary Readiness in the following:

Academic readiness will increase from 75% in 2023 to 85% by the end of 2028.
Career readiness will increase from 71% in 2023 to 85% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	Seventy percent of students will be able to explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	
Objective 2: At BCHS, by the end of the 2023-24 school year, our Career Readiness will increase to 74%.	KCWP 1: Develop a progress monitoring system to monitor standards mastery for each student.	All students will be tracked by Cohort to indicate their mastery of standards in each course. All students will be tracked by their graduation cohort to monitor	Increase in Career Readiness and Industry Certifications. Increase in Academic Readiness	Dual Credit ACT Benchmark Data AP Assessments	

Goal 6 (State your postsecondary goal.):
By the end of the 2027-2028 school year we will increase our scores for Post-Secondary Readiness in the following:

Academic readiness will increase from 75% in 2023 to 85% by the end of 2028.
Career readiness will increase from 71% in 2023 to 85% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		progress towards academic and/or career readiness.			
	KCWP 3: Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	School leadership will monitor the following items regarding planning for instructional delivery: • Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction • Student-friendly learning targets are used regularly in instruction • Assignments and activities reflect the learning targets students have had the opportunity to learn • Formative and summative assessments are aligned to standards • Data from assessments is used to plan instruction • Refine and implement PLC process at BCHS	Seventy percent of students will be able to explain the learning targets if asked. One hundred percent of walkthrough data will reflect consistency between assignments and activities with learning targets that are aligned to their grade-level standards. All teachers will be able to analyze and communicate data from classroom evidence and create next steps for instructional improvement during weekly PLC meetings.	Weekly review of walkthrough data through weekly admin and leadership meetings. Documentation of PLC minutes	

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):
By the end of the 2027-2028 school year we will increase our Graduation Rate in the following:

Four year graduation cohort percentage will increase from 95.3% in 2023 to 98% by the end of 2028.
Five year graduation cohort percentage will increase from 96.3% in 2023 to 99% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At BCHS, by the end of the 2023-24 school year, our 4-Year Graduation Rate will increase to 96%.	KCWP 4/5: Utilize the SPMR Tool to assist in identifying students at risk for remediation, Failure, and/or untimely graduation.	School Service Team PLC will meet weekly to monitor student data. Implement purposeful scheduling to meet graduation requirements for each student.	Increased individual student attendance Decrease the risk value found in PtG Report and Early Warning Report 100% of individual student growth and progress using Benchmark assessment data, Diagnostic assessment data Drop Out Rate will decrease. Graduation Rate 4 Year Cohort will increase.	Name and Claim Data, PLC data, District Level Data from universal screener assessments and benchmark assessments Service Team Weekly Agenda and Minutes	

Goal 7 (State your graduation goal.):
By the end of the 2027-2028 school year we will increase our Graduation Rate in the following:

Four year graduation cohort percentage will increase from 95.3% in 2023 to 98% by the end of 2028.
Five year graduation cohort percentage will increase from 96.3% in 2023 to 99% by the end of 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: At BCHS, by the end of the 2023-24 school year, our 5-Year Graduation Rate will increase to 97%.	KCWP 4/5: Utilize the SPMR Tool to assist in identifying students at risk for remediation, Failure, and/or untimely graduation.	School Service Team PLC will meet weekly to monitor student data. Implement purposeful scheduling to meet graduation requirements for each student.	Increased individual student attendance Decrease the risk value found in PtG Report and Early Warning Report 100% of individual student growth and progress using Benchmark assessment data, Diagnostic assessment data Drop Out Rate will decrease. Graduation Rate 4 Year Cohort will increase.	Name and Claim Data, PLC data, District Level Data from universal screener assessments and benchmark assessments Service Team Weekly Agenda and Minutes	