



2023-2024 Phase One: Continuous Improvement Diagnostic for
Schools_09292023_14:27

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Bryan Station Middle School
Robin Kirby
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Lexington, Kentucky, 40505
United States of America

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2023-2024 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 2023-24 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 L. Kirby

September 29, 2023



2023-2024 Phase One: Executive Summary for
Schools_09282023_15:08

2023-2024 Phase One: Executive Summary for Schools

Bryan Station Middle School
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2023-2024 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?

Bryan Station Middle School proudly serves its diverse community with a commitment to both traditional programming and innovative educational opportunities. Founded in 1933, the school has a rich history of academic achievement and community engagement. Nestled within the Hermitage Hills subdivision and adjacent to Bryan Station High School, the campus provides a seamless transition for students as they progress through their educational journey from middle to high school. With a total student enrollment of 725, Bryan Station Middle School maintains a nurturing and inclusive learning environment that values every student's unique background and potential. The school's student body reflects the rich tapestry of Lexington's population, with a demographic breakdown as follows:

- 38.34% Hispanic
- 34.76% White
- 20.41% Black
- 5.24% Two or More Races
- 1.10% Asian
- 0.14% Other

Bryan Station Middle School is proud of its unique offerings. A crown jewel of Bryan Station Middle School is its Dual Language Immersion Program. This program distinguishes the school by building on the strong foundation that students receive from Spanish immersion programs across the district. Beginning in Kindergarten and continuing through graduation, students engage in an immersive bilingual education that equips them with fluency in both English and Spanish. This distinctive program not only fosters linguistic proficiency but also cultivates a deep appreciation for multiculturalism and global perspectives. Furthermore, over the past three years, the school has been proactive in creating pathways for middle school students to earn high school credits. This initiative includes advanced math courses and Spanish language courses. By expanding Career and Technical Education (CTE) offerings and adopting a pre-academy model, Bryan Station Middle School empowers its students to embark on their high school journeys well-prepared for the challenges and opportunities that lie ahead.

As Bryan Station Middle School continues its tradition of excellence and innovation, it remains dedicated to nurturing the academic growth, cultural diversity, and future success of its students. The school's enduring commitment to educational excellence ensures that each student's journey is one of discovery, achievement,

and empowerment, building a brighter future for both the individuals and the community it serves.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

To effectively improve and operate Bryan Station Middle School, the school engages with various stakeholder groups, each of whom plays a crucial role in shaping the educational experience. Here are the key stakeholder groups and how the school ensures their involvement and engagement in the improvement planning process:

1. Students are at the center of the school's mission. They represent a diverse group with unique needs, interests, and perspectives. Student involvement is facilitated through avenues like student government, clubs, and surveys.
2. Parents and guardians are vital partners in their children's education. They have a vested interest in the school's success. The school organizes regular parent-teacher conferences, open houses, and PTSA meetings to engage parents. It also uses newsletters, emails, and an online portal to keep parents informed and gather feedback.
3. Teachers and staff are the backbone of the school, responsible for delivering quality education and supporting students. Staff involvement is ensured through regular staff meetings, professional development opportunities, and forums for sharing ideas and concerns. Teachers play a key role in curriculum development and improvement initiatives.
4. School administrators provide leadership and set the overall direction for the school. Administrators lead improvement planning efforts, working closely with other stakeholders. They also engage in dialogue with teachers, parents, and students to gather input and ensure alignment with the school's goals.
5. Community members who live near or have a connection to the school offer valuable insights and support. The school hosts community meetings and partnerships with local organizations to involve community members. Their input helps shape school policies and programs.

In order to ensure stakeholder involvement and engagement, the school regularly surveys stakeholders and seeks their feedback on school programs, policies, and improvement. The school has established committees or advisory boards composed of various stakeholders to provide input and guidance on specific issues, such as culture of building or safety protocols. Providing multiple channels for communication, such as meetings, email, newsletters, and social media, ensures that stakeholders can easily engage with the school. Offering workshops or training sessions for stakeholders on topics like educational goals, safety measures, and academic standards to increase their understanding and engagement. Also, hosting events like school fairs, cultural festivals, or showcases of student work fosters a sense of belonging and encourages community involvement. By actively

involving and engaging these stakeholder groups, Bryan Station Middle School ensures that its improvement planning process is informed by a diverse range of perspectives and needs, ultimately leading to a more effective and inclusive educational environment.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Bryan Station Middle School 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 -- Positive, Respectful, Integrity, Dedication, 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 skills 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 support in reading and math, last year we included separate indicator areas of instruction (Science and Social Studies). During this embedded time into the master schedule, students that are ready for extension with the specific standards are provided that support during the 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 Social Emotional Tiered levels to receive small group supports. Also, intervention classes have been built in the schedule for students performing at the lower 30%ile on MAP in reading and/or math through our elective rotation. Training is continued through professional learning communities to support student engagement and English Learner supports in the general education classes -- KAGAN, Thinking Maps, and 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 increase the offering of advanced courses. The school plans to see a 5% - 10% growth in KSA scores each year for the next three years. Currently, both the 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 Language Arts department is utilizing the district adopted resource, Collections, and the Math department is implementing the district adopted resource, 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

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 dedicated to fostering strong community bonds through the enhancement of community-oriented events. On a monthly basis, we host Family and Community Nights, extending a warm invitation to all parents and community members. These events are thoughtfully designed to encompass educational elements, tailored to bolster our Title I program. These educational components encompass a range of topics including literacy, technology proficiency, STEM education, comprehension of accountability scores and their implications, as well as insightful presentations on school and community safety, along with other academic insights.

Our initiatives are carefully crafted to accommodate the rich cultural diversity that characterizes Bryan Station Middle School. Notably, we have implemented programs such as "SistersKeepers", "Male Leadership" and "Latinx Group" to foster self-esteem and character development among our students. Within these programs, participants are encouraged to maintain regular check-ins, where they are encouraged to provide social emotion, behavioral, and academic progress reports. These reports facilitate mentorship relationships, allowing mentors to engage directly with individual teachers to address any areas requiring improvement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for
Schools_10302023_18:53

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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.

The instructional team, made up of the administrators, instructional and behavior coaches, review the Fall MAP data and KSA data from 2023 to identify trends and gaps from the data. From September through October, the team reviews and analyzes the data to determine the needs and shares the needs assessment plan with the Site-Based Decision Council to receive feedback and advisement. These meetings are documented in the SBDM minutes.

The instructional staff review and analyze data through Professional Learning Communities every week and apply data results as they cycle through the PSDA model. Teachers also meet bi-weekly to review content specific data in vertical alignment PLC meetings. 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: 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%. Activity: PLCs are using learning intentions and success criteria from the curriculum framework to plan instruction and assessment. 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. Based on the projection to proficiency data from NWEA MAP Reading and Math we were not successful with our subgroups - EL, Special Education, African-American. As we move forward this school year, we will enlist the instructional priorities, to have intentionality, with literacy and math for specific subgroups as well as all students at Bryan Station Middle School.

Goal 2: By 2025, Bryan Station Middle will increase Science proficient and distinguishes level to 45% as measured by KSA, Current level is 11%. ...increase Social Studies proficient and distinguished level to 60% as measured by KSA.

Current level 48%. ...increase combined writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%. Activity: PLCs are using learning intentions and success criteria from the curriculum framework to plan instruction and assessment. 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.

Goal 4: By 2025, Bryan Station Middle will increase English Learner Progress index to 33 as measured by KSA. Current level is 19.5. Activity: Bi-weekly progress monitoring of EL students progress (reading, writing, speaking, listening) via Elevate. Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To strategies EL for students and integrating EL objectives. Co-Teaching model: EL Co-Teacher to assist with implementation of strategies and focus on academic objectives. This was moderately successful in the analysis of the ACCESS data in winter. An increased number of students were able to obtain 4.5 WIDA school overall and exit EL status. This has informed our planning for this year by providing direct instruction for the increase number of Newcomers and Level 1-2 EL status students.

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 2021-22 to 288 in 2022-23.

- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - The number of OSS increased from 13.23% in 2021-2022 to 15.08% in 2022-2023.
 - From 2021 to 2023, the school saw a 3.7% increase in novice scores in math and an 8% decrease in novice scores in reading 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 17% of English Learners plus monitored students scored projected proficient/distinguished on 2023 Fall MAP Reading benchmark.
 - 21% of English Learners plus monitored students scored projected proficient/distinguished on 2023 Fall MAP Math benchmark.
- Teacher attendance rate was 75% for the 2022-2023 academic year.
- Survey results indicated 70% of the school's student population thinks 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% on non-gap learners (2021-2022).
- Forty-one point six (41.6%) of English Learners scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023).
- 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.
- 52.2% of Disability-with IEP (Total) scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023)
- 65% of English Learners and 72% of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in Math opposed to 29% of non-gap learners.
- 51.1% of English Learners and 73% of Disability-with IEP (Total) scored Novice on NWEA MAP in math opposed to 25.9% on non-gap learners (Fall MAP 2023).

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.

Sixth grade Reading achievement has increased from 38% proficient/distinguished to its current rate of 43%. The systems of support we implemented for reading can be adapted for our low performance among our English Learners and Special Education students. This can be achieved through implementation of SIOP and instructional priorities for literacy and math school wide along with analysis of student work and data to determine celebrations and areas of need supports.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)


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

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 BSMS School Key Elements


8. 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 District Improvement Plan (CSIP) diagnostic and template.

Bryan Station Middle will continue to work on Teacher Clarity, implementation of Professional Learning Communities to fidelity, PDSA lesson plans with emphasis on the Study-Act portion of the reflection on instruction, culturally responsive teaching and learning, instructional strategies to meet the needs of our English Language students and maintaining an educational environment that is safe for all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BSMS School Key Elements		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	NO	
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	YES	<ul style="list-style-type: none"> • Tier I Instruction meets the intent of the state standards through Professional Learning Communities. • Application of Teacher Clarity • Utilize evidence-based instructional practices to ensure cognitive engagement. • Protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation.
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	NO	
<p>KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit,</p>	YES	<ul style="list-style-type: none"> • Systems in place to ensure that teacher elicit, interpret and act on student learning results to inform instructional decision-making.

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
interpret, and act on meaningful evidence of student learning?		
<p>KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	NO	
<p>KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	YES	<ul style="list-style-type: none"> • Culturally responsive teaching and learning embedded in instruction to meet the diverse needs of students. • Foster an equitable environment where students collaborate, celebrate one another’s differences, and are motivated to learn as valued members of the classroom community. • System for identifying and addressing any gaps in culture, climate and/or safety.



2023-2024 Phase Two: School Assurances_09292023_14:26

2023-2024 Phase Two: School Assurances

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2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

- No
- N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes**
- No
- N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes**
- No
- N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes**
- No
- N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement
Plan_03212024_10:19

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for 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 have goals for 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 targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.



a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

● **b. Upload your completed template in the attachment area directly below.**

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024 Final BSMS Compliance Requirements		•
 BSMS Turnaround Plan CSIP 2023-2024		•

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.

- Sixth percent (60%) of English Learners scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to just 22% on non-gap learners (2021-2022).
- Forty-one point six (41.6%) of English Learners scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023).
- 51.1% of English Learners and 73% of Disability-with IEP (Total) scored Novice on NWEA MAP in math opposed to 25.9% on non-gap learners (Fall MAP 2023).

From Jan. 8-11, 2024 Diagnostic Review

Improvement Priority 1: Develop and implement documented, evidence-based, well-communicated systemic processes (e.g., internal and external communication process, PLC expectations) and procedures (e.g., communication plan with explicit procedures, steps for implementing PLC expectations, PLC monitoring schedule) to ensure continuous improvement. When developing these processes and procedures, seek stakeholder input to create buy-in. Develop a monitoring process to ensure universal fidelity of implementation.

Improvement Priority 2: Consistently implement and monitor the established professional learning community (PLC) meeting protocol to ensure staff consistently analyze data and use findings to guide and inform instructional conversations about the curriculum, adjustments to instruction, and determination of next steps.

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 #2 Design and Deliver Instruction
KCWP #4 Review, Analyze and Apply Data
KCWP #6 Establishing Learning Culture and Environment

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low: 49.9	Maintain:-2
State Assessment Results in science, social studies and writing	Medium: 48.3	Maintain-1.4:
English Learner Progress	High: 31.5	Significant Increase: 12
Quality of School Climate and Safety	Very Low: 56.8	Decline: -2.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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
<p>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.</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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1 (State your reading and math goal.): By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in reading from 38% to 60% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in math from 27% to 55% as measured by KSA.</p> <p>Objective 1 By 2024, Bryan Station Middle will increase P/D in Reading to 55%.</p>	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p>	<p>Review and/or revise the PLC protocol to ensure a formal, documented, and evidence-based PLC protocol is implemented (IP 1, EBP 4 and IP 2, EBP 3)</p>	<p>Increased systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using classroom assessment data.</p> <p>The PLC process and the impact of PLC has improved professional practice and increased positive student outcomes by analyzing student assessment data.</p>	<p>Weekly Planning and Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> ● protocol and agenda ● schedule ● analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ diagnostics/screeners ○ benchmarks <p>PLC Observations - School leaders will attend PLCs weekly as well as monitor and provide feedback on planning PDSAs.</p> <ul style="list-style-type: none"> ● Learning Intentions ● Success Criteria ● Instructional activities <ul style="list-style-type: none"> ○ Balance close reading and other types of reading instruction ○ Text dependent questions ○ Justification and precise mathematical language and vocabulary ○ Kagan ○ SIOP 	<p>N/A</p>

<p>Objective 2 By 2024, Bryan Station Middle will increase P/D in Math to 46%.</p>		<p>Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4)</p> <ul style="list-style-type: none"> ● SIOP ● Close Reading ● Precise Language Math ● Kagan ● Thinking Maps 	<p>Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.</p>	<ul style="list-style-type: none"> ○ Thinking Maps ● Assessments ○ Common formative ○ Common summative <p>Classroom Observations - School leaders will conduct classroom observations (when: weekly, monthly) to monitor the implementation of the planning PDSA.</p>	<p>\$15,000 SIOP Training Title I</p>
	<p>Implementation of common assessments (ADAM) 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 2, these will be</p>	<p>Increased teacher utilization of backwards design, common unit assessments 6-8 are developed and/or vetted for alignment to the KAS and KSA formatting.</p>	<p>School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings.</p> <ul style="list-style-type: none"> ● Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist) ○ protocol ○ schedule ○ based on a cycle determined by planning and walkthrough data <p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will review and provide weekly feedback on instructional planning documents.</p>	<p>Teachers, school leaders, and instructional coaches will review assessments during weekly PLCs to check for alignment to the KAS and items are formatted to mirror state assessments.</p>	<p>District Funding Source</p>

		<p>given 3x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p> <p>Ensure all assessments, formative and summative, are aligned to grade level standards and are designed to evaluate student learning (i.e. learning target/assessment match)</p>	<p>ELA and Math common unit assessments (6-8) will include writing opportunities.</p> <p>Decreased the number of students failing one or more courses as identified by the FCPS ROIS report.</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> • Common Unit Assessment Analysis • PLC planning documents 	<p>N/A</p>
	<p>Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3)</p> <p>PLC facilitators will lead data conversations through the use of the data protocol.</p>	<p>An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).</p> <p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decrease the number of students failing one or more courses as identified by the FCPS ROIS report.</p> <p>ELA and Math common unit assessments (6-8)</p>	<p>Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning</p>	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> • Data protocols to analyze assessments 	<p>N/A</p>
	<p>Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)</p>	<p>Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning</p>	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> • Data protocols to analyze assessments 	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> • Data protocols to analyze assessments 	<p>N/A</p>

			<p>conversations, address needs of individual students or groups of students, and ensure curricular alignment.</p>	<ul style="list-style-type: none">○ common formative○ common summative○ common unit assessment○ diagnostics/screeners○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.</p>	
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2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Science from 18% to 46% as measured by KSA.</p> <p>By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Social Studies from 30% to 62% as measured by KSA.</p> <p>By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Combined Writing from 41% to 67% as measured by KSA.</p>					
<p>Objective 1</p> <p>By 2024, Bryan Station Middle will increase P/D in Science to 34%</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p>	<p>Review and/or revise the PLC protocol to ensure a formal, documented, and evidence-based PLC protocol is implemented (IP 1, EBP 4 and IP 2 EBP 3)</p>	<p>Increased systemic and systematic analysis of student mastery of standards and readjustment of curriculum and instruction using classroom assessment data.</p> <p>The PLC process and the impact of PLC has improved professional practice and increased positive student outcomes by analyzing student assessment data.</p>	<p>Weekly Planning and Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> ● protocol and agenda ● schedule ● analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ diagnostics/screeners ○ benchmarks 	<p>N/A</p>
<p>By 2024, Bryan Station Middle will increase P/D in Social Studies to 56%.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p>	<p>PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.(IP 2, EBP 3)</p>	<p>Improved lesson plans including instructional activities and assessments aligned to the learning intentions and success criteria in the content curriculum framework.</p>	<p>PLC Observations - School leaders will attend PLCs weekly as well as monitor and provide feedback on planning PDSAs.</p> <ul style="list-style-type: none"> ● Learning Intentions ● Success Criteria ● Instructional activities <ul style="list-style-type: none"> ○ Balance close reading and other types of reading instruction ○ Text dependent questions ○ Justification and precise mathematical language and vocabulary ○ Kagan 	<p>N/A</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Science from 18% to 46% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Social Studies from 30% to 62% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Combined Writing from 41% to 67% as measured by KSA.</p>		<p>Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4)</p> <ul style="list-style-type: none"> ● SIOIP ● Close Reading ● Precise Language Math ● Kagan ● Thinking Maps 	<p>Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.</p>	<ul style="list-style-type: none"> ○ SIOIP ○ Thinking Maps ● Assessments ○ Common formative ○ Common summative <p>Classroom Observations - School leaders will conduct classroom observations (when: weekly, monthly) to monitor the implementation of the planning PDSA.</p> <p>School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings.</p> <ul style="list-style-type: none"> ● Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist) <ul style="list-style-type: none"> ○ protocol ○ schedule ○ based on a cycle determined by planning and walkthrough data <p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will review and provide weekly feedback on instructional planning documents.</p>	<p>\$15,000 SIOIP Training Title I</p>
	<p>Implementation of common unit assessments (ADAM)</p>		<p>Increased teacher utilization of backwards</p>	<p>School leaders will review and provide weekly feedback on instructional planning documents.</p> <p>Teachers, school leaders, and instructional coaches will review assessments during</p>	<p>District Funding Source</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Science from 18% to 46% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Social Studies from 30% to 62% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Combined Writing from 41% to 67% as measured by KSA.</p>		<p>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 2, these will be given 3x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p> <p>Ensure all assessments, formative and summative, are aligned to grade level standards and are designed to evaluate student learning (i.e. learning target/assessment match)</p>	<p>design, common unit assessments 6-8 are developed and/or vetted for alignment to the KAS and KSA formatting.</p> <p>Science and Social Studies common unit assessments (6-8). Assessments will include writing opportunities.</p> <p>Decreased the number of students failing one or more courses as identified by the FCPS ROIS report.</p>	<p>weekly PLCs to check for alignment to the KAS and items are formatted to mirror state assessments.</p>	
	<p>Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3)</p> <p>PLC facilitators will lead data conversations through the use of the data protocol. (IP2, EBP 3)</p>	<p>An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).</p> <p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decreased the number of students failing one or more courses as</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> ● Common Unit Assessment Analysis ● PLC planning documents 	<p>N/A</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Science from 18% to 46% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Social Studies from 30% to 62% as measured by KSA. By 2026, Bryan Station Middle will increase the percentage of students scoring proficient and distinguished in Combined Writing from 41% to 67% as measured by KSA.</p>		<p>Science and Social Studies common unit assessments (6-8). Assessments will include writing opportunities.</p> <p>Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)</p>	<p>identified by the FCPS ROIS report.</p> <p>Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning conversations, address needs of individual students or groups of students, and ensure curricular alignment.</p>	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> ● Data protocols to analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ common unit assessment ○ diagnostics/screeners ○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.</p>	<p>N/A</p>

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
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<p>Objective 1 By 2024, Bryan Station Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Math for African-American students by 10%. Students with disabilities by 10%</p>	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p> <p>KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>Develop a clearly defined MTSS system with a RtI process and protocol for progress monitoring and documentation for tiered intervention movement considerations. (IP 1, EBP 4)</p>	<p>Staff implements the RtI process and collects data on a consistent schedule to be utilized by the MTSS team for tiered intervention.</p> <p>All stakeholders (staff, students, and parents) are informed regularly about student progress.</p>	<p>The MTSS team will analyze the FAST diagnostic assessment results twice per year and determine the effectiveness of interventions provided to students.</p> <p>The MTSS team will analyze intervention data bi-weekly for the success of the intervention system.</p> <ul style="list-style-type: none"> ● WIN progress monitoring data <ul style="list-style-type: none"> ○ IXL Reading and Math 	<p>N/A</p>
<p>English language learners by 10%</p>		<p>Ensure planning and implementation of high yield instructional strategies in all content areas that include school wide reading, writing, math, and academic language strategies with knowledge of personalized student needs to propel student achievement. (IP 2, EBP 3)</p> <ul style="list-style-type: none"> ● SIOP ● Close Reading ● Precise Language Math ● Kagan ● Thinking Maps 	<p>Increased teacher efficacy of backwards design and the gradual release of responsibility model for the design and delivery of instruction.</p> <p>Increased student utilization of strategies as tools for learning, applying their learning, and demonstrating their learning.</p>	<p>School leaders will monitor instructional delivery during monthly classroom observations.</p> <p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> ● Common Unit Assessment Analysis ● PLC planning documents 	<p>N/A</p>
		<p>Data PLCs focus on disaggregation of data including targeted student groups. Teachers will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) (IP 2, EBP 3)</p>	<p>Increased teachers utilization of results to inform instructional decisions, determine RtI and acceleration, and curricular adjustments.</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> ● Common Unit Assessment Analysis ● PLC planning documents ● PLC Minutes 	<p>N/A</p>

		<p>Develop a system to monitor progress toward standards mastery for each student and/or student groups. (IP 1, EBP 4)</p> <ul style="list-style-type: none"> ● Provide training for teachers on how to access and analyze FAST assessment data. 	<p>Increased flexibility in the movement amongst the tiers supported by data.</p>	<p>Teachers will review progress monitoring data weekly.</p> <ul style="list-style-type: none"> ● FAST Data ● Checks for Understanding ● Common Formative Assessments ● Common Summative Assessments <p>The MTSS team will review academic data bi-weekly.</p>	<p>N/A</p>
	<p>Ensure teachers plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p>	<p>Increased culturally responsive behaviors modeled among faculty, staff, and students.</p>	<p>During administrative meetings school leaders will analyze walkthrough data and feedback provided on PDSA plans to determine professional learning next steps.</p>	<p>N/A</p>	

	<p>Reading and math interventionists will provide Tier III support for students performing below the 15th percentile. (IP 1, EBP 2)</p> <p>Teachers will provide Tier II literacy and math support during WIN time performing in the 15th -30th percentile.</p> <p>Interventionist collects, analyzes and applies progress monitoring data.</p>	<p>A new reading interventionist position is hired.</p> <p>Student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving.</p>	<p>Teachers will utilize FAST data and progress monitor various data points weekly.</p> <ul style="list-style-type: none"> ● FAST Data ● Checks for Understanding ● Common Formative Assessments ● Common Summative Assessments <p>The MTSS team will review academic data bi-weekly.</p> <ul style="list-style-type: none"> ● Tier III progress monitoring data ● WIN data <ul style="list-style-type: none"> ○ IXL Reading and Math <p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>MTSS minutes will reflect an improvement in assessment data for students receiving interventions. Minutes will reflect an increased flexibility in movement among tiers and determine next steps for instruction.</p>	<p>\$113,521 SIF Cohort 5</p>
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4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, Bryan Station Middle will increase 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, Bryan Station Middle will increase 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p>	<p>Ensure ongoing professional learning occurs to support language acquisition and the implementation of EL students' Progress Service Plan (PSP).</p> <p>Ensure that instructional planning, delivery, and assessments address EL objectives, language acquisition, academic vocabulary, and instructional strategies for English learners. (IP2, EBP 1)</p>	<p>Increased number of teachers participating in release time in order to plan for and implement strategies to address the EL instructional priorities.</p> <p>Increased teacher knowledge, understanding, and implementation of the accommodations associated with each PSP level</p> <p>Increase percentage of English learners scoring proficient on</p> <ul style="list-style-type: none"> o common formative o common summative o diagnostics/screeners o benchmarks 	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the PDSAs.</p> <ul style="list-style-type: none"> ● PLC Minutes ● Lesson planning documents ● Instructional activities ● Accommodations for each PSP level ● Common Formative Assessments ● Common Unit Assessment ● MAP Data Analysis <p>School leaders will monitor the implementation of PSP's and instructional delivery during monthly classroom observations.</p>	<p>17,300 SIF Cohort 5</p>
		<p>Develop, implement, and monitor a coaching system that consists of an EL (bilingual)/SIOP instructional coach, EL teachers, and content teachers. The model will include a coaching cycle (coaching, monitoring, feedback, and modeling) that supports the planning, delivery, and assessment of high-yield instructional strategies that align with</p>	<p>Increased teacher participation in EL coaching cycles.</p> <p>Increased teacher efficacy based on surveys and plus/delta</p> <p>Student data pieces (formative, summative,</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the PDSAs.</p> <ul style="list-style-type: none"> ● PLC Minutes ● Lesson planning documents ● Instructional activities <ul style="list-style-type: none"> o aligned to academic and language objectives ● Accommodations for each PSP level ● Common Formative Assessments 	<p>\$94,551 SIF Cohort 5</p>

Goal 4 (State your English Learner goal.): By 2026, Bryan Station Middle will increase 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic and language objectives(IP 1, EBP 1)	benchmark assessments and non academic data) will demonstrate a trend of improving.	<ul style="list-style-type: none"> ● Common Unit Assessment ● MAP Data Analysis During weekly administrative team meetings, school leaders will review walkthrough data and determine next steps for professional learning.	
		(.6) EL teacher to provide support for EL students in general education courses to increase the use of academic language and development of literacy skills. (IP 2, EBP 1)	Increased use of academic language by students in oral and written assignments and growth in literacy skills	School leaders will attend PLCs weekly as well as monitor and provide feedback on the PDSAs. <ul style="list-style-type: none"> ● PLC Minutes ● Lesson planning documents ● Instructional activities <ul style="list-style-type: none"> ○ academic language ○ literacy skills ● Accommodations for each PSP level ● Common Formative Assessments ● Common Unit Assessment ● MAP Data Analysis ● ACCESS Data 	\$57,081 SIF Grant

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score from 54.3 to 80 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score to 62.9 as measured by KSA.	KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Ensure that both school-wide and classroom expectations of students are clearly defined. (IP 1, EBP 4) Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and teachers). (IP 1, EBP 4) Implementation of support staff led trainings for students and staff on Suicide Prevention and Anti-Bullying curriculum.	Decreased eOS behavior referrals and suspensions. Increased teacher knowledge and consistency in the implementation of the established behavior matrix. Increased awareness and understanding among staff and students on suicide prevention and anti-bullying curriculum. Perception data will demonstrate a trend of improving.	The MTSS team will review and analyze the ROIS behavior data bi-weekly. The behavior management coach will monitor the eOS data weekly. The MTSS team will review and analyze the ROIS behavior data bi-weekly. Counselors, administration, the behavior coach, and social worker will monitor the STOP TIPLINE reports daily.	N/A
		Continued implementation and monitoring of school-wide behavioral support and reward system (PBIS). (IP 1, EBP 4) Behavior Management Coach staff position to coach and support PBIS initiative and teachers for classroom	Increased number of students participating in the PBIS rewards.	The MTSS team will review and analyze the ROIS behavior and PBIS data bi-weekly. School leaders will analyze student and staff survey data during administrative meetings.	\$65,000 Title I Funds \$1000 Title I Funds

Goal 5 (State your climate and safety goal.): By 2026, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score from 54.3 to 80 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>management and de-escalation strategies.</p> <p>Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. (IP 1, EBP 4)</p> <p>Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. (IP 1, EBP 4)</p>	<p>Decreased number of students needing to visit the RESET room.</p>	<p>The behavior management coach will monitor the RESET data weekly.</p> <p>The MTSS team will review and analyze the ROIS behavior data bi-weekly.</p>	N/A
		<p>Providing executive coaching services to improve leadership effectiveness and the impact of the School Principal in leading transformational change.</p>	<p>Improved leadership performance over the current academic school year and produce measurable results for QSCS Data, Working Conditions Data, Surveys and Feedback Sessions with Stakeholders.</p>	<p>School leaders will analyze QSCS data, working conditions data and results from feedback sessions with stakeholders during administrative team meetings.</p> <p>The principal and middle school chief will analyze data points on the impact of coaching services during site visits.</p>	19,000 Title I

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:

Turnaround Team:
<p>Consider: 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>Response:</p> <p>The turnaround team consists of members of the administrative team, department chairs, and ER team. The team was chosen after the delivery of the diagnostic review report. The turnaround team deconstructed Improvement Priorities (IPs), garnered feedback from grade level teams about how to address the IPs, reviewed current CSIP and identified ways to support the implementation of the IPs, reviewed several drafts of the Turnaround Plan using the rubric, and provided feedback on the Compliance Document and Evidence Based Practices. The assistant principals, department chairs, and teacher representatives of targeted student groups used grade level planning times to share the work of the Turnaround team with the rest of the staff. Principal Kirby guided the team throughout the entire process providing information necessary for revisions.</p> <ul style="list-style-type: none"> ● Robin Kirby - principal ● Phillip Hyde - asst. principal ● Kara Beth Johnson - asst. principal ● Kimberly Smith - admin. dean ● Erin Manna - behavior coach ● Missy Scott - Academic Compliance Coach (special education) ● Deanne Dulaney - Language Arts department chair ● Ashley Czirr - Math department chair ● Mairelys Pena Diaz - Science department chair ● Carlos Aguilar, EL teacher ● Charlotte Jones, Kim Bullard, Teresa Miller-Ruiz - KDE ER Team
<p>See the link for further explanation of the process the Turnaround Team participated in and information shared with the faculty and staff. BSMS Turnaround Work Sessions.</p>

Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: Through data analysis of universal screener, MAP, and common unit assessment data, it was determined that the gap between our EL student population and the majority was larger than other subgroups. We identified several resource inequities that may contribute to underperformance among EL student population. These include:</p> <ul style="list-style-type: none"> ● Uneven distribution of language support staff: a higher ratio of ELs to language support staff, leading to limited access to targeted language instruction. (2022-2023 BSMS was assigned two EL instructors; however, after one month, the school only had one EL teacher. The staffing concerns were addressed January 2023 right before ACCESS testing began.) ● Inconsistent professional development: General Education Teachers may lack training and support in effective strategies for teaching ELs, resulting in lower academic outcomes for these students. Identified resource inequities will be addressed: ● Targeted Professional Learning: We will develop and implement a targeted professional learning plan for General Education Teachers focused on effective strategies for teaching ELs. ● Content and Pedagogy: The professional learning will cover topics such as language acquisition techniques, culturally responsive teaching practices, differentiation strategies, and accommodations for ELs. (Sheltered Instruction Observation Protocol) ● Ongoing Support: In addition to initial training, we will provide ongoing support and resources to General Education Teachers to reinforce their skills and knowledge in supporting ELs effectively. Through providing an EL teaching coach to provide support in the general education classes. ● Collaboration Opportunities: We will encourage collaboration and sharing of best practices among educators to foster a culture of continuous improvement in EL instruction through release days.

CSI 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 (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
1. SIF Funds- SIOP Training, EL Teacher, EL Bilingual Instructional Coach/SIOP Coach	<p>Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. <i>The Journal of Educational Research</i>, 99(4), 195-211. https://doi.org/10.3200/Joer.99.4.195-211</p> <p>Markos, A. & Himmel, J. (2016). <i>Using sheltered instruction to support English learners</i>. Center for Applied Linguistics. https://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf</p>	x
2. SIF Funds - Reading Interventionist to support students identified during the PLC data analysis	<p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/.</p>	x
3. Professional Learning Communities (PLC)	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.</p>	x
4. Continuous Improvement Process	<p>Park, S., Hironaka, S., Carter, P., & Nordstrum, L. (2013). Continuous Improvement in Education. <i>Carnegie Foundation for the Advancement of Teaching</i>. Retrieved from carnegie-foundation_2013.05 (002).pdf</p>	x