

## 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.

Reading Proficiency % and Novice % (school-wide and among students with disabilities)  
 Math Proficiency % and Novice % (school-wide and among students with disabilities)

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

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

**KCWP 1: Design and Deploy Standards**  
**KCWP 2: Design and Deliver Instruction**  
**KCWP 4: Review, Analyze and Apply Data**

### Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	low	declined
State Assessment Results in science, social studies and writing	low	declined
English Learner Progress	No data available	No data available
Quality of School Climate and Safety	medium	declined
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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1: By 2026, we will increase the percentage of middle school students scoring proficient/distinguished to 50% in mathematics and to 60% in reading by decreasing our percentage of students scoring novice to 15.0% in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, BCMS will increase the percentage of middle school students scoring proficient /distinguished to 37.5% in mathematics, in part by decreasing the percentage of novice scores to 31%.	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	PLC agenda/meeting minutes reflect the work; RtI program development and implementation; implementation of common content planning	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2022. Admin, classroom instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	Classroom observation/walkthrough. Administration and classroom instructors are responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Leadership will intentionally develop the collective	School community will prioritize and commit to its vision/mission as	Evaluate/develop new vision/mission	Administration and classroom instructors are responsible parties for	General Fund, SEEK	

Goal 1: By 2026, we will increase the percentage of middle school students scoring proficient/distinguished to 50% in mathematics and to 60% in reading by decreasing our percentage of students scoring novice to 15.0% in both reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	efficacy of staff so that teams are highly effective. <b>(KCWP-6)</b>	the premise for how people interact and perform their best work.	statements for BCMS. Establish clear protocol for professional learning communities/teams.	progress monitoring the evaluation of current/development of new vision/mission as well as establishment and follow through of PLC protocol.	
	School maintains assurances that the current curriculum is valid. <b>(KCWP-1)</b>	School develops process for selecting high quality instructional resources that align to standards. <b>(KCWP-1)</b>	Selection of new instructional resources	Use of school funds for purchase/SBDM approval; professional learning provided to support implementation of new resources	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish monitoring systems to ensure the intended curriculum is being implemented with a high level of fidelity. (same map used consistently by all) <b>(KCWP-1)</b>	PLC will periodically review the success of current curriculum in relation to student performance on assessments.	STAR assessment, Simple Solutions student standard mastery reports; KSA performance	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Objective 2: By 2024, BCMS will increase the percentage of middle school students scoring proficient distinguished in reading to 50%, in part by decreasing the percentage of novice scores to 18%.	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	Initial PD September 2020; follow-up Professional learning opportunity in Summer 2022. Admin. SBDM and committees responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including	PLC agenda/meeting minutes reflect the work; RtI program	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2022. Admin, classroom	Title 1; Seek, District General Fund; any other grant monies

Goal 1: By 2026, we will increase the percentage of middle school students scoring proficient/distinguished to 50% in mathematics and to 60% in reading by decreasing our percentage of students scoring novice to 15.0% in both reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	development and implementation; implementation of common content planning	instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	Introduction of student work and assignment review protocols to grade level and content area PLCs by May 2022. Administration and classroom instructors are responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Leadership will intentionally develop the collective efficacy of staff so that teams are highly effective. <b>(KCWP-6)</b>	School community will prioritize and commit to its vision/mission as the premise for how people interact and perform their best work.	Evaluate/develop new vision/mission statements for BCMS. Establish clear protocol for professional learning communities/teams.	Administration and classroom instructors are responsible parties for progress monitoring the evaluation of current/development of new vision/mission as well as establishment and follow through of PLC protocol.	General Fund, SEEK
	School maintains assurances that the current curriculum is valid. <b>(KCWP-1)</b>	School develops process for selecting high quality instructional resources that align to standards. <b>(KCWP-1)</b>	Selection of new instructional resources	Administer survey in Spring/ review data, share and report in Fall 2022. School staff will conduct the survey, admin will review and share data with School Leadership team and SBDM.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish monitoring systems to ensure the intended curriculum is being implemented with a high level of fidelity. (same map used consistently by all) <b>(KCWP-1)</b>	PLC will periodically review the success of current curriculum in relation to student performance on assessments.	STAR assessment, Simple Solutions student standard mastery reports; KSA performance	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

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

Goal 2: By 2026, BCMS will increase the percentage by 25% for those students scoring proficient/distinguished to: Science: 41.0% Social Studies: 46.0% Writing: 60.0%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, BCMS will increase the percentage of students scoring proficient or distinguished to: Science: 25.0% Social Studies: 35.0% Writing: 45.0%	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	PLC agenda/meeting minutes reflect the work; RtI program development and implementation; implementation of common content planning	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2023. Admin, classroom instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	Classroom observation/walkthrough. Administration and classroom instructors are responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Leadership will intentionally develop the collective efficacy of staff so that teams	School community will prioritize and commit to its vision/mission as	Evaluate/develop new vision/mission statements for BCMS.	Administration and classroom instructors are responsible parties for progress monitoring the evaluation of	General Fund, SEEK	

Goal 2: By 2026, BCMS will increase the percentage by 25% for those students scoring proficient/distinguished to: Science: 41.0% Social Studies: 46.0% Writing: 60.0%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	are highly effective. <b>(KCWP-6)</b>	the premise for how people interact and perform their best work.	Establish clear protocol for professional learning communities/teams.	current/development of new vision/mission as well as establishment and follow through of PLC protocol.	
	School maintains assurances that the current curriculum is valid. <b>(KCWP-1)</b>	School develops process for selecting high quality instructional resources that align to standards. <b>(KCWP-1)</b>	Selection of new instructional resources	Use of school funds for purchase/SBDM approval; professional learning provided to support implementation of new resources	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish monitoring systems to ensure the intended curriculum is being implemented with a high level of fidelity. (same map used consistently by all) <b>(KCWP-1)</b>	PLC will periodically review the success of current curriculum in relation to student performance on assessments.	STAR assessment, Simple Solutions student standard mastery reports; KSA performance	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Objective 2: By 2025, BCMS will increase the percentage of students scoring proficient/distinguished to: Science: 31.0% Social Studies: 45.0% Writing: 52.0%	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including	PLC agenda/meeting minutes reflect the work; RtI program	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2023. Admin, classroom	Title 1; Seek, District General Fund; any other grant monies



Goal 2: By 2026, BCMS will increase the percentage by 25% for those students scoring proficient/distinguished to:  
 Science: 41.0%  
 Social Studies: 46.0%  
 Writing: 60.0%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	development and implementation; implementation of common content planning	instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	Classroom observation/walkthrough. Administration and classroom instructors are responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Leadership will intentionally develop the collective efficacy of staff so that teams are highly effective. <b>(KCWP-6)</b>	School community will prioritize and commit to its vision/mission as the premise for how people interact and perform their best work.	Evaluate/develop new vision/mission statements for BCMS. Establish clear protocol for professional learning communities/teams.	Administration and classroom instructors are responsible parties for progress monitoring the evaluation of current/development of new vision/mission as well as establishment and follow through of PLC protocol.	General Fund, SEEK
	School maintains assurances that the current curriculum is valid. <b>(KCWP-1)</b>	School develops process for selecting high quality instructional resources that align to standards. <b>(KCWP-1)</b>	Selection of new instructional resources	Use of school funds for purchase/SBDM approval; professional learning provided to support implementation of new resources	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish monitoring systems to ensure the intended curriculum is being implemented with a high level of fidelity. (same map used consistently by all) <b>(KCWP-1)</b>	PLC will periodically review the success of current curriculum in relation to student performance on assessments.	STAR assessment, Simple Solutions student standard mastery reports; KSA performance	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)



### 3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: BCMS will decrease the % of Novice Math learners in the students with disabilities (IEP) gap group from 66% to 48% by 2024.	Teachers will use a balanced assessment approach by using formative, summative and interim data to inform instruction and intervention. <b>(KCWP - 4)</b>	Establish a process to ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	State KRPEP Testing results, Freckle Math Data, STAR Math Testing Data	Monitored by Classroom instructor, Grade Level PLCs, Content PLCs, Building Assessment Coordinator, Principal	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish a practice to assure consideration and addressment of non-academic barriers to learning	Creation of Vision and mission statement;	Monitored by SBDM, Principal, Guidance Counselors, Classroom instructors, FRYSC,	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Align progress monitoring and use of support practices to mirror end of the year expectations for special needs students at grade level on KSA.	Development of new progress monitoring prompts that reflect student growth toward grade level proficiency	Site coordinator, Principal, classroom teachers. Will be reflected in PLC work.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	PLC agenda/meeting minutes reflect the work; RtI program development and implementation; implementation of common content planning	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2023. Admin, classroom instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Objective 2: BCMS will decrease the % of Novice reading learners in the students with disabilities (IEP) gap group from 57% to 48% by 2024.	Teachers will use a balanced assessment approach by using formative, summative and interim data to inform instruction and intervention. <b>(KCWP - 4)</b>	Establish a process to ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	State KRPEP Testing results, Freckle Math Data, STAR Math Testing Data	Monitored by Classroom instructor, Grade Level PLCs, Content PLCs, Building Assessment Coordinator, Principal	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Establish a practice to assure consideration and addressment of non-academic barriers to learning	Creation of Vision and mission statement;	Monitored by SBDM, Principal, Guidance Counselors, Classroom instructors, FRYSC,	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Align progress monitoring and use of support practices to mirror end of the year expectations for special needs students at grade level on KSA.	Development of new progress monitoring prompts that reflect student growth toward grade level proficiency	Site coordinator, Principal, classroom teachers. Will be reflected in PLC work.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establish systems of collaboration that exist to meet the Tier 1 educational needs of all students. <b>(KCWP – 2)</b>	BCMS will develop a protocol for ensuring at least 80% of students have their instructional needs met through Tier 1, universal instruction with an intentional use of scaffolding and differentiation <b>(KCWP – 2)</b>	Improvement in state test scores, successful implementation of co-teaching practices, embedded professional learning on co-teaching	PLC meeting notes/classroom observation. Principal/ SBDM and committees are the responsible parties.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers will utilize evidence-based instructional practices to ensure cognitive engagement. <b>(KCWP-2)</b>	Selection of highly effective instructional resources. Use of Kagan structures.	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Implement process to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose,) know the criteria for success, and take responsibility for their own learning. <b>(KCWP – 2)</b>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <b>(KCWP – 2)</b>	PLC agenda/meeting minutes reflect the work; Rtl program development and implementation; implementation of common content planning	PLC and SBDM committee monthly meeting agendas and minutes from Spring 2023. Admin, classroom instructors, SBDM committees are the responsible parties. Participation in KEDC CRSSA Deeper Learning Cohorts for math/ela.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		Teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. <b>(KCWP-2)</b>	Teacher selected methods of individual feedback; use of daily success criteria with classroom lessons	PLC meeting notes/ Principal/ SBDM and committees are the responsible parties. Professional learning for teachers.	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

4: English Learner Progress

Goal 4 (State your English Learner goal.): BCMS did not have any data to reflect on for the creation of ELP goal/goals for the next three years.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: By 2026, less than 25% of students will report that they disagree or strongly disagree that students respect each other’s differences.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, less than 50% of students will report that they disagree or strongly disagree that students respect each other’s differences.	Methods are used to evaluate existing character-building experiences within the school to ensure an all-encompassing culture of character. <b>(KCWP – 6)</b>	ensure alignment of core ethical and performance values in the classroom to the school-wide mission and vision	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		evaluate existing character-building experiences within the classroom to ensure an all-encompassing culture of character	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful <b>(KCWP – 6)</b>	classroom teachers ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		classroom teachers promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

Goal 5: By 2026, less than 25% of students will report that they disagree or strongly disagree that students respect each other’s differences.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	The school/district act as a cultural mediator, bridging student culture with school and classroom cultures <b>(KCWP – 6)</b>	processes are in place to communicate with and support parents/families in order to address barriers to learning	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		classroom teachers act as cultural mediators, bridging student culture with school and classroom cultures	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
Objective 2: By 2025, less than 30% of students will report that they disagree or strongly disagree that students respect each other’s differences.	Methods are used to evaluate existing character-building experiences within the school to ensure an all-encompassing culture of character. <b>(KCWP – 6)</b>	ensure alignment of core ethical and performance values in the classroom to the school-wide mission and vision	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		evaluate existing character-building experiences within the classroom to ensure an all-encompassing culture of character	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful <b>(KCWP – 6)</b>	classroom teachers ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)



Goal 5: By 2026, less than 25% of students will report that they disagree or strongly disagree that students respect each other's differences.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		classroom teachers promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
	The school/district act as a cultural mediator, bridging student culture with school and classroom cultures <b>(KCWP – 6)</b>	processes are in place to communicate with and support parents/families in order to address barriers to learning	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)
		classroom teachers act as cultural mediators, bridging student culture with school and classroom cultures	Culture of Climate and School safety data; behavior data	Monitored by administration; guidance counselors and classroom instructors; SBDM discipline committee	Title 1; Seek, District General Fund; any other grant monies available at BCMS (21 <sup>st</sup> CCLC)

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

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

## Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> BCMS administration will meet with a representative from KDE’s Office of Continuous Improvement and Support to determine next steps in implementing a systems approach to school improvement as it relates to underperforming subgroups. School administration have attended TSI (Shipleigh training) to accurately assess where alignment between strategic and operational processes does not exist. Implement a PDSA review process for accurate assessment of PLC processes, co-teaching and student ownership of learning practices in the classroom.</p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b> BCMS administration and leadership teams will engage in a systemic process to analyze sub-group learner’s needs and current trend data to adjust the allocation and management of human, material, digital and fiscal resources to ensure resource allocations are consistently based on current data at any point and time. With district-wide support, BCMS will use a PDSA process to identify inequities in resources and how resources are currently allocated, along with a close review of goal setting, student involvement in and awareness of the development of IEPs, master scheduling and the frequency of goal setting as it relates to student proficiency.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b> Quality of School Climate and Safety data will be reviewed to determine special needs student’s reflections on the learning environment and areas where students indicate perceived weaknesses that could contribute to their lack of improvement. Additionally, BCMS school improvement and leadership teams will review processes and practices that either add to or remove barriers to learning that may exist outside of the school environment. A functional assessment of our practice as it relates to resource classroom instruction and the role that accommodations and modifications play in providing access to grade level curriculum for struggling learners. There will be a focus on the role that sub-group students play in taking ownership of learning and how BCMS builds systems to ensure that this occurs along with specific opportunities to engage in this process.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b> BCMS Special Needs student scores were at or above 57% in the novice range, indicating that this is a significant trend across grade levels and subject areas. As it relates to school climate and safety data, BCMS Special Needs students indicated a very high evaluation of BCMS climate and safety placing the school in the “high” category. Areas of note include a small perception that students respect one another’s differences and that there may be some bullying issues present. Practices that will establish the beginning of our review on how to address the</p>

academic concerns facing our student sub-population include working with support staff from KDE (Recovery specialist) to identify strategies to include in this document. Additionally, BCMS plans to be a part of a team to visit Hub schools where transformation has taken place with similar subgroups to improve their academic performance. Specific areas of interest include, co-teaching strategies, student ownership of learning, and development of goals for students with IEPs. Specific support from KEDC has been implemented to train an initial group of faculty members on effective co-teaching practices for limited implementation for the 2023-2024 school year.

### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Successful co-teaching model	Zernow, Melvin R (2022). A Case Study of a Secondary Education Co-Teaching Model. <i>ProQuest LLC</i> , Ed.D. Dissertation, University of La Verne	<input type="checkbox"/>
Student ownership of learning through actionable feedback	Hillman, Garnet and Stalets, Mandy (2019). Coaching Your Classroom: How to Deliver Actionable Feedback to Students. Solution Tree Press.	<input type="checkbox"/>
Achieving clarity for all stakeholders	Almarode, John and Vandas, Kara (2019). Clarity for Learning: Five Essential Practices that Empower Students and Teachers. Corwin, A Sage Publishing Company.	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

### Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>



**Evidence-based Practices**

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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