



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_09142023\_07:45

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Hebron Middle School**  
**Chad Foster**  
3300 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
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.

Chad Foster

9/14/23



2023-2024 Phase One: Executive Summary for  
Schools\_09262023\_07:46

2023-2024 Phase One: Executive Summary for Schools

**Hebron 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?

Hebron Middle School has an enrollment of around 526 students, with 50% of them qualifying for free/reduced lunch. The faculty is mostly veteran teachers, with less than half being non tenured. Our school serves students from varying socioeconomic backgrounds. The neighborhoods bordering the school are more affluent but have very few school-aged children. One unique aspect of our school is that we house The Discovery School, a STEM based program that accepts students from across the school district.

### **School Stakeholders**

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

Families are the customer of Hebron Middle School. Soliciting feedback from them via survey and regular meetings with PTSA help give and receive input for improving our effectiveness as a school. Various community groups provide food and volunteer items. Teacher input is given in regular meetings for content and operations. All conversations establish our yearly goals and short-term solutions to an improved school function.

### **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.

Hebron Middle School's Mission Statement is Developing Learners and Leaders; Building Relationships, Respect, and Perseverance. We established this as our Mission Statement six years ago. With new leadership in place, it is time to revisit the mission and vision and ensure that is appropriate for our students and school community. To fulfill our Mission Statement, we have tried to create more opportunities for our students to assume leadership roles within our school. The number of extracurricular programs has dramatically increased in the last five years, and we have incorporated clubs into our Monday schedule.

### **Notable Achievements and Areas of Improvement**

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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.

Hebron Middle School is working to ensure standard mastery for all students. Teachers have identified essential standards and are working to deconstruct standards and understand the level of rigor needed for each standard. Our aim in establishing essential standard mastery, is to ensure all students have the opportunity to receive a quality base education at each grade level. Additionally, teachers are working to improve engagement from students through exhibitions this Spring.

#### Additional Information

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

Hebron is working to a more benefits based accountability, along with the rest of the District.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_09262023\_07:52

2023-2024 Phase One: School Safety Report

**Hebron Middle School**  
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## 2023-2024 Phase One: School Safety Report

### School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If the answer is "no", please explain in the comment box.*

Yes.

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

*Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.*

Yes.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes.

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

*If the answer is "no", please explain in the comment box.*

Yes.

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes.

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

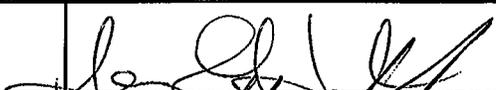
*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 SBDM Signature Sheet for School Emergency Procedures	2023-2024 SBDM Signature Sheet for School Emergency Procedures	

# SBDM Emergency Plan Signature Sheet

Member	Signature
Chad Foster	
Pam Herm	
Amanda Ballard	Amanda M. Ballard
Miranda Pierce	Miranda N. Pierce
David Turner	David A. Turner
Amy Hack	
Charles Sondergeld	

August 23rd 2023



2023-2024 Phase Two: The Needs Assessment for  
Schools\_10122023\_10:17

2023-2024 Phase Two: The Needs Assessment for Schools

**Hebron Middle School**  
**Chad Foster**  
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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.

See attached

#### **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?

See attached

#### **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.

See attached

## 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.

See attached

## 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.

See attached

**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.

See attached

**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**

 Key Work Processes

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.

# Attachment Summary

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 <u>Key Work Processes</u>	2023-2024 Key Work Processes	• 7
 <u>Needs Assessment</u>	Needs assessment updated 2023-2024	•



Academic Data	Bullet Points
Middle School Reading (all students)	29% Novice
Middle School Math (all students)	27% Novice
Middle School Writing 8th Grade	34% Novice
Middle School Science 7th Grade	36% Novice
Middle School Social Studies 8th Grade	46% Novice
Students w/Disabilities Reading	73% Novice
Students w/Disabilities Math	62% Novice
Students w/Disabilities Writing	83% Novice
Students w/Disabilities Science	82% Novice
Students w/Disabilities Social Studies	75% Novice
Economically Disadvantaged Reading	34% Novice
Economically Disadvantaged Math	37% Novice
Economically Disadvantaged Writing	47% Novice
Economically Disadvantaged Science	48% Novice
Economically Disadvantaged Social Studies	55% Novice
<b>Non-Academic Data</b>	
Behavior	
Student Attendance	

Academic Data		
Middle School Reading (all students)	CASE Fall Performance is 49% P/D.	Focus on Essential Standard Mastery and accompanying assessments will provide more clear expectations.
Middle School Math (all students)	CASE Fall Performance is 44.1% P/D.	
Middle School Writing 8th	Students not tested again. ODW benchmark scores will provide data to drive instruction.	
Middle School Science 7th	Students not tested again.	
Middle School Social Studies 8th	Students not tested again.	
Students w/Disabilities Reading		Focus on Essential Standard Mastery and accompanying assessments will provide more clear expectations.
Students w/Disabilities Math		
Students w/Disabilities Writing	Students not tested again. ODW benchmark scores will provide data to drive instruction.	
Students w/Disabilities Science	Students not tested again.	
Students w/Disabilities Social Studies	Students not tested again.	
Economically Disadvantaged Reading	30% Apprentice provided opportunity to identify and give targeted support	Focus on Essential Standard Mastery and accompanying assessments will provide more clear expectations.
Economically Disadvantaged Math	29% Apprentice provided opportunity to identify and give targeted support	
Economically Disadvantaged Writing	Students not tested again.	
Economically Disadvantaged Science	Students not tested again.	
Economically Disadvantaged Social Studies	Students not tested again.	
		Despite scores being high, focus on Essential Standard Mastery and accompanying assessments will provide more clear expectations.
		Despite scores being high, focus on Essential Standard Mastery and accompanying assessments will provide more clear expectations.
<b>Non-Academic Data</b>		
Behavior	Under the expected % of a school at our enrollment size.	

Student attendance at almost 95% (with COVID and transportation shortage), is a strength.

Student Attendance

Academic Data	Anecdotal Notes
Middle School Reading (all students)	From 2018-2019 School year, the trend shows a decrease of 15-18% CASE showed predictability for KSA.
Middle School Math (all students)	From 2018-2019 School year, the trend shows a decrease of 3%, however FAIL CASE shows back up to 49% (1% from highest of 50%.)
Middle School Writing 8th Grade	30% swing in 5 years with 3 different groups and multiple teacher changes.
Middle School Science 7th Grade	3% drop since 2018-2019
Middle School Social Studies 8th Grade	30% drop with different test
Students w/Disabilities Reading	The trend shows that proficiency is decreasing from 16% to currently 9%.
Students w/Disabilities Math	The trend shows that proficiency is low (13%) but it did increase last year from 2%.
Students w/Disabilities Writing	Writing scores decreased from 9% to 4%.
Students w/Disabilities Science	Science scores decreased from 5% to 0% of students being proficient/distinguished.
Students w/Disabilities Social Studies	Social Studies trends show that we currently have 4% of students who are proficient and distinguished.
Economically Disadvantaged Reading	Reading trends show a 53% decrease to 37% and currently our scores show proficient / distinguished students at 36%.
Economically Disadvantaged Math	Math scores show a decrease from 38% in 2018-2019 to 15% in 2020-2021. The trend shows an increase to 34% for the latests assessment for 2021-2022.
Economically Disadvantaged Writing	Writing trends show a decrease from 47% to 16%.
Economically Disadvantaged Science	The trend shows a decrease from 17% to 14% for 2021-2022.
Economically Disadvantaged Social Studies	Field Test with no results and we currently had 15% of students proficient and distinguished for the 2021-2022 school year.
CASE Proficiency	CASE proficiency trends show a 79% proficiency and now currently at 85% proficiency.
Non-Academic Data	
Behavior	Under the expected % of a school at our enrollment size.
Student Attendance	Student attendance at almost 95% (with COVID and transportation shortage) is a strength.



2023-2024 Phase Two: School Assurances\_10122023\_10:08

2023-2024 Phase Two: School Assurances

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2023-24 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**





2023-2024 Phase Three: Comprehensive School Improvement  
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2023-2024 Phase Three: Comprehensive School Improvement Plan

**Hebron Middle School**  
**Chad Foster**  
3300 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
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.

**ATTACHMENTS**

**Attachment Name**

 HMS 2023-2024 Comprehensive School Improvement Plan

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.

Instructional practices are becoming common language. Next step is a continued focus on use of time in PLC, training days, to fully embrace instructional practices for all students, all subjects, all grade levels. Deeper focus on individual student IEP goals around standards, with ensuring more availability to content experts. Master schedule and calendar must allow time for ECE teachers to meet with content, teams, and as their own PLC.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>HMS 2023-2024 Comprehensive School Improvement Plan</u>		

## 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.

### 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

**BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION**

**AUTHENTIC LEARNING EXPERIENCES**  
Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences  
Experiences are a balance of traditional, transitional, AND transformational

**STUDENT VOICE AND AGENCY**  
Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

**COMMUNITY PARTNERSHIPS**  
Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

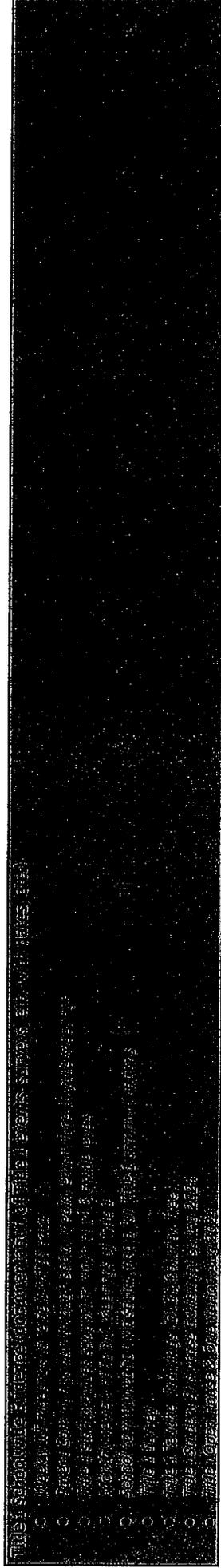
**DEMONSTRATIONS OF LEARNING**  
Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

**AUTHENTIC ASSESSMENTS**  
Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	61.7	Yellow	-1.4	Yellow
State Assessment Results in science, social studies and writing	69.2	Green	11.1	Blue
English Learner Progress	NA	Blue	NA	Blue
Quality of School Climate and Safety	57.2	Orange	-4.6	Orange
Postsecondary Readiness (high schools and districts only)		Blue		Blue
Graduation Rate (high schools and districts only)		Blue		Blue
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      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. <i>(this would be identified from novice/apprentice, etc.)</i></p>	<p><b>Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table)</b>                      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</p>			
<p><b>1. Students with disabilities at all grade levels</b>  <b>2. Reading at all grade levels</b>  <b>3. Math at all grade levels</b></p>	<p><b>KCWP 2- Design and Deliver Instruction</b>  <b>KCWP 4- Review, Analyze, and Apply Data</b>  <b>KCWP 6- Establishing Learning Culture and Environment</b></p>			

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu - maximum of 3 KCWPs)	Plan/Do (for ISI schools these should be evidence-based practices for subgroup documented on ISI Evidence Based Practices table below)	Study & Act (Select data source, write notations, and next steps, Document date of review) Please progress monitor a minimum of 2 times per academic year	Funding (Select fund and then enter amount)
Reading	51.0%	69.5%	72.7%	2 Design and Deliver Instr...	OVEC teacher PL to work on transformational learning - all teachers	Eleot Data Noticings: Grow to a 3.0+ for D/E subdomains. Action: Continue ELEOT, but QH will check feedback from teacher/student to student. Date: End of 3Q 2023 / End of 1Q Fall 2024	ESS Funds (State) - \$32,000 give short description of what money was spent for Title 1 (Federal) - \$100,000 Staffing Title 1 (Federal)
Math	39.0%	57.1%	61.6%	4 Review, Analyze, Apply ...	PLC focus on the instructional process and on data analysis; using that analysis for next steps in instruction / intervention	Common Assessment - (This is singleton formative assessment data) Noticings: Formative Assessments need to accurately assess standard/target/competency and drive next steps for instruction. Action: Execute 15 Day Challenge consecutively Date: January 24/ April 24 / October 24 PLC Meetings	Title 1 (Federal)
Achievement Gap Reading	11.0%	25.6%	33.5%	6 Establish Learning Envir...	Embedded PD on Bullitt Days: Link to Literacy across content areas/Authentic Learning Experiences across all content areas	Instructional Strategies and best practices monitored through classroom observations, eleot data, and instructional conversations	Title 1 (Federal)
Student...					Special Education teachers collaborating with the District Special Education Team and School Team to implement best co-teaching practices and resource practices to grow all students. ARC meetings focus on moving students to Co-Teach Setting		Title 1 (Federal)

<p>Science</p>	<p>36.0%</p>	<p>38.8%</p>	<p>45.2%</p>	<p>Master Schedule Changes to include added tier 3 support for both math and reading</p>	<p><b>Common Assessment</b> - (This is singleton formative assessment data)                  Noticings: Formative Assessments need to accurately assess standard/target/competency and drive next steps for instruction.                  Action: Execute 15 Day Challenge consecutively                  Date: January 24 / April 24 / October 24                  PLC Meetings</p> <p><b>ODW Data (Live Scoring, etc.)</b>                  Noticings:                  Action:                  Date:</p>	
<p>Social Studies</p>	<p>38.0%</p>	<p>66.1%</p>	<p>69.6%</p>			
<p>Writing</p>	<p>49.0%</p>	<p>41.4%</p>	<p>47.5%</p>			
<p>English Learner Progress</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>Data review with Tell Assessment Scores in PLC                  Include EL teacher in PLC to discuss EL student needs / concerns / data / work to design instruction that supports EL students</p>	<p><b>TELL Assessment (EL)</b>                  Noticings:                  Action:                  Date:</p> <p><b>TELL Assessment (EL)</b>                  Noticings:                  Action:                  Date:</p>	
<p>Quality of School Climate and Safety</p>	<p>57.2%</p>			<p>Team Meetings will focus on how to support each student's needs individually and whole Child supports for all students through advisory and mentoring.                  Empowering student workforce assignments through PBIS income. Partnering to care for our entire school.</p>	<p><b>Student Voice (Surveys, etc)</b>                  Noticings:                  Action:                  Date:</p> <p><b>Student Voice (Surveys, etc)</b>                  Noticings:                  Action:                  Date:</p>	



<p><b>Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools</b></p> <p>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>	<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> Each student needs to be reviewed to make sure they are getting access to content experts - moving students from resource to co-teach setting. Master schedule creates constraints with the availability of sections to move students fluidly from resource to co-teach as needed.</p>
<p><b>Addendum for Schools Identified for Targeted or Comprehensive Support</b></p> <p>In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.</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> Continued monitoring student access to content experts through PLC process and scheduling.</p>
<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> Continued focus and practice of the instructional process in all contents.</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> Continue to build capacity with our ECE Dep. PLC. Getting focused on caseload management, via team or content strategy is a continued focus.</p>

		<p>Implementation of coaching cycles and designed curriculum for resource teachers.</p> <p>All teachers given proper/continued training in standards and competency focus, via PLC process.</p>	<p>Ensure progress monitoring forms calibrated to student need.</p> <p>In restructuring our master schedule, students with disabilities are the priority group targeted for proper placement for best learning results.</p>
<p>Evidence-based Activity (Evidence-based Practices website)</p>		<p>Evidence Citation</p>	<p>Uploaded in CIP</p>
<p>Train staff to implement inductive teaching strategies.</p>	<p>Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.</p>		<input checked="" type="checkbox"/>
			<input type="checkbox"/>
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Resources:

- [What Works Clearinghouse \(WWC\) User Guide](#)
- [Elevating Evidence Resources: Clearinghouses and Databases](#)
- [Open Access Journals in Education](#)