



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Browning Springs Middle School
Wendy Gamblin
357 West Arch Street
Madisonville, Kentucky, 42431
United States of America

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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.

Wendy Gamblin

September 29, 2023



2023-2024 Phase One: Executive Summary for Schools

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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?

Browning Springs Middle School services a low-income community with 66% of our students receiving free and/or reduced lunch. Our Youth Services Family Resource Center partners with the community and families to meet the basic needs of our students so that students can come to school prepared to learn and achieve academic success. BSMS continues to implement strategies to increase student responsibility and parent and community involvement. The unique feature is the large disparity within the socioeconomic levels and differing levels of parent expectations and involvement. Browning Springs Middle School is located in Madisonville, Kentucky. Our student population is composed of 472 students, 50% male, and 50% female. The BSMS community is diverse as evidenced by the demographic information. Demographic percentages of students by race are as follows: 62% White, and 38% minority including 16% African American, 12% Two or More Races, 8% Hispanic, and 2% other. The majority of students at BSMS are in a Gap Group, 76% of the total population of tested students. Students with disabilities comprise 19% of our total population. Our faculty/staff consists of a Principal, Assistant Principal, Guidance Counselor, one full-time Special Education Building Coach, one part-time Special Education Building Coach, Instructional Leader, Family Resource/Youth Service Center coordinator, School Resource Officer, Librarian, 8 Special Education teachers, 15 general education teachers, 8 full-time related arts teachers, 2 Special Education instructional assistants, 4 classroom instructional assistants, an itinerant school psychologist, 2 office staff, 5 cafeteria staff, and 4 custodial staff. Our staff population is divided into 15 males and 41 females. We have 7 staff members who are minorities.

School Stakeholders

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

At Browning Springs Middle School, we welcome involvement from as many types of community and school stakeholders as possible. Through committees like the Site-Based Decision-Making Council, Professional Learning Communities, Principal's Advisory Council, and Family Resources Youth Service Center Advisory Council parents, community members, students, and staff are all welcome to provide input on decisions that affect the students and staff of the school. These groups are formed each year and invite parents and relevant community groups to send a representative to participate in the regular meetings. In this way, many voices can be represented and have input in the way things are done at Browning Springs Middle School.

School's Purpose

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

The BSMS mission statement is, "To inspire, explore, and promote lifelong learning through a positive educational and community environment." We are committed to providing the best education possible for the students of BSMS. We want to help our students become responsible citizens and productive employees. Our school-wide expectations are BEARS - Be prepared - Earn respect - Act responsibly - Reflect a positive attitude - Show cooperation. This is our second year with the school motto of "Tradition of Excellence." This motto represents the long heritage that the school has in the community and the atmosphere and attitude of excellence that is cultivated in our staff and students daily.

Notable Achievements and Areas of Improvement

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

Areas of Growth: The gifted and talented group showed very high achievement on the KSA test. The gifted and talented group achieved 94% in the proficient and distinguished category on the reading test and 95% proficient and distinguished on the math test. Also, our Quality of School Climate and Safety Indicator Results were 65%, which is in the medium range for student climate and safety

Areas of improvement: All gap groups declined from the previous year and from the last three years of data. I acknowledge that this year was the first year of the KSA test rather than the KPREP and that could be skewing the results of the data comparison. The areas identified as most in need of improvement are gap groups of African American students and Students with Disabilities. Our African American students showed only 20% in the proficient and distinguished category in reading and 10% proficient and distinguished in math. Also, our Students with Disabilities showed 7% in the proficient and distinguished category in reading and 11% proficient and distinguished in math.

Additional Information

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

N/A

Attachment Summary

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

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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, our SBDM council adopted an emergency plan, a copy can be found in the office.

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, our school School Resource Officer (SRO) was provided with our emergency plan and school diagrams. The SRO shares these documents with our district Director of Engagement, Equity, and School Support for dissemination to local first responders.

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, routes are posted in each room by the doorway.

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, weather safe zones are posted in each room.

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, earthquake drill practices are in place and practiced routinely.

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.

Our building remains locked during the school day. An intercom system, electronically locked door, and camera secure the main entrance of the building, and other entrances can only be unlocked by staff badge. All visitors must state

their reason for visiting at the door buzzer, report to the main office, and show identification to obtain a visitor's pass to wear while on campus. The Raptor System is in place to scan identification, track & scan visitors in the building, and provide a quick alert to administration and law enforcement should an ineligible party be attempting to access students or the building. All classrooms remain closed and locked during instruction with a door window cover available for a lockdown.

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, our school emergency plan was reviewed by the principal and school SBDM council on July 20, 2023. It was provided to the school SRO for review and dissemination after that date.

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, the principal reviewed the emergency plan with all school staff on August 22, 2023 at 8:00 a.m. Sign-in sheets are available to verify that all staff took part in this review and discussion.

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, we conducted a fire, earthquake, and tornado drill on September 1st and a lockdown drill on September 18th. School started late this year due to construction in the district, so these were within the first 30 days of school starting on August 30th.

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.

In January 2023, we conducted fire drill on January 27th, earthquake and tornado drills on January 4th, and a lockdown drill on January 30th.

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, we conducted fire drills at least once a month during the previous twelve months as evidenced by the district drill log.

August 12th, 31th

September 30th

October 28th

November 30th

December 16th

January 27th

February 9th

March 2nd

April 24th

May 2nd

Attachment Summary

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

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

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

At BSMS, we work with many stakeholders and groups to make decisions that impact our school.

The Principal's Advisory Council (PAC) is the main decision-making body for daily operations and logistics for the students and staff. This council is composed of the administration, team leaders, Instructional Leader, Building Coaches, Mental Health Therapist, and FRYSC Coordinator. The PAC meets once a month to review and implement events and procedures for our students. They also review discipline data monthly and look for areas needing improvement. These meeting notes are documented on an agenda and shared with staff via a link on our Staff One Stop GoogleSite.

The Professional Learning Community (PLC) for each grade level and the Student Support Team (SST) are both committees that monitor student data and make plans to address areas of concern. Both groups meet to review MAP, KPREP, and KSI data

and develop plans to address student learning needs. The staff members who are responsible for these plans and teach these students are updated with decisions made in these meetings. PLCs meet twice each month and the SST meets monthly.

The Positive Behavior Interventions System (PBIS) team meets to address behavior concerns for the school. This group analyzes student behavior data from Tableau and updates procedures and expectations to help ensure student success. They also implement student recognition events to encourage a positive school culture and encourage positive student behaviors. They meet monthly and share their agenda and notes through Google Calendar and a newsletter is shared monthly.

Our Site Based Decision-Making council is comprised of teachers, parents, and administrators who work together to make decisions that impact all stakeholders involved with our school. They review academic and behavioral data, develop and approve budgets, write school policies, and make staffing decisions. They meet monthly and their agenda information is shared with teachers through school email.

Our FRYSC Advisory Council meets monthly and is comprised of teachers, the FRYSC Coordinator, and parents who review data showing how and how frequently the FRYSC is meeting student needs and reaching out to families. This council coordinates initiatives to reach out to families, share resources that are available with families, and advise on how to best break the barriers to learning that exist for our struggling students and families.

Review of Previous Plan

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

Goal 1: By 2025, Browning Springs Middle School will increase the READING proficiency from 40.4% (20-21) to 45% proficient and distinguished and the MATH proficiency from 18.3% (20-21) to 23% proficient and distinguished on the end of year MAP testing.

As of the 2023 KSA results, our school is at 36% PD for reading and 21% PD for math. This was a six percent increase from the previous year. We are very proud of this reading progress. Our math department is an area for improvement. These scores mean that we are still showing improvement in math, but there is still much room to grow. Our math department has begun taking steps to address this concern, and we hope to meet the goal by 2025 as planned. The goals mentioned go back to the 20-21 school year which was the KPREP test. I will be rewriting the goals from the 21-22 school year to reflect the progress from the beginning of the KSA test for congruence and more consistent comparison.

Goal 2: By 2025, BSMS will increase the percent PD by 4% in Social Studies, 4% in Science, and 4% in On-Demand Writing. This would put the scores at the following: Social Studies 32% PD, Science 15%, and On-Demand Writing at 41%.

The results of this year's KSA show the current percent PD at the following: Social Studies 25%, Science 18%, and On-Demand Writing 59%. Our Social Studies teachers are very new, and they are building a very strong program. We have implemented some new strategies to support students in this category. Our science department showed an incredible gain and almost reached its goal, which is encouraging because there are still two years left before the goal year. The real shining star here is the Writing department. Our students and teachers worked very hard and made extreme growth and achieved great success in this category. The goals mentioned go back to the 20-21 school year which was the KPREP test. I will be rewriting the goals from the 21-22 school year to reflect the progress from the beginning of the KSA test for congruence and more consistent comparison.

Goal 3: By 2025, BSMS African American subgroup proficiency to 20% PD in Reading and 10% PD in Math. Also, to increase our Students with Disabilities subgroup to 7% PD in Reading and 11% PD in Math.

The African American subgroup Reading proficiency was 19%, and the Math proficiency was 12%. The Students with Disabilities Reading proficiency was 13% and the Math proficiency was 4%. We were able to drop the classification of TSI for the African American subgroup, but are still in the TSI category for Special Education. The goals mentioned go back to the 20-21 school year which was the KPREP test. I will be rewriting the goals from the 21-22 school year to reflect the progress from the beginning of the KSA test for congruence and more consistent comparison.

Goal 4, English Learner Goal: By 2025, 10% of English Learners will be proficient or distinguished in Reading and 20% will be proficient or distinguished in Math as measured by the KSA at the end of the 24-25 school year.

All data for our EL students was suppressed in the 2022-2023 results release, so it is unclear what progress was made.

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.

Our math as a school is still a significant area for improvement. No grade level or subgroup was particularly successful in math.

Our Special Education population is still not performing where they need to be as well. There is a significant number of novice students who need extra support to show improvement.

Our students could use more targeted support in science as well. The scores improved, but are still not where they need to be as a school.

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.
 - Thirty-five percent (35%) of students in the school scored proficient on KSA in reading.
 - Twelve percent (12%) of students in the Special Education subgroup scored proficient on the KSA in reading.
 - The teacher retention rate for this year is significantly better than in previous years. BSMS only had to replace three teachers this year, as compared to as many as ten or twelve in previous years.
 - Twenty-one percent (21%) of students in the school scored proficient or distinguished on the KSA in math.
 - Three percent (3%) of students in the Special Education subgroup scored proficient on the KSA in math.
 - Sixteen percent (16%) of students in the building scored proficient or distinguished on KSA in science.
 - Fifty-nine percent (59%) of students scored proficient or distinguished on KSA in On-Demand Writing.
 - Twenty-six percent (26%) of students scored proficient or distinguished on the KSA in social studies.

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.

The greatest area of weakness is Special Education Math. Most students in this subcategory are scoring Novice.

Science is significantly lower for all students than we would like. Only 16% are proficient and distinguished.

The entire school, including all sub-groups, is struggling with Math. No grade level or sub-group stood out as particularly successful in math.

Strengths/Leverages

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

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

Reading in sixth grade showed a significant increase from the previous year. The strategies used by the sixth-grade reading teacher can be taught and applied through all grade levels to improve the scores of the whole school.

The combined writing score showed a significant increase as well. The eighth-grade writing teacher has experience at a school in crisis and will begin leading the writing department in monthly Vertical Planning meetings to help build students writing skills at all three grade levels at BSMS.

Almost every category and grade level showed an increase from the previous year. The instructional initiatives outlined in the CSIP will be carried forward with the addition of a couple of extra things to try to see even more growth in the coming year.

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.

● `$option.getText()`

ATTACHMENTS


Attachment Name


 BSMS, KCWP 1

 BSMS, KCWP 2

 BSMS, KCWP 3

 BSMS, KCWP 4

 BSMS, KCWP 5

 BSMS, KCWP 6

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.








1. KCWP 2: Design and Deliver Instruction

Because we do not have our general education students up to 80% proficiency, we believe that the main place we should focus our efforts is on Designing and Delivering Strong Instruction with evidence-based strategies. We have implemented several initiatives to strengthen the instruction provided at all grade levels and subject areas. Much growth was seen from the first year of KSA to the second, so we believe these strategies are effective and will carry them through this year.

2. KCWP 4: Review, Analyze, and Apply Data

During the 21-22 school year, the staff of BSMS started several initiatives to help make decisions based on data and using student needs to drive instruction. These KSA data from the 22-23 school year showed great improvement, so these will be added to and continued for the 23-24 school year. The emphasis on using student data to drive instruction is a key part of what we do, and we are working with teachers to increase their understanding of what data-driven instruction looks like in each classroom.

Attachment Summary

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 BSMS, KCWP 1		• 7
 BSMS, KCWP 2		• 7
 BSMS, KCWP 3		• 7
 BSMS, KCWP 4		• 7
 BSMS, KCWP 5		• 7
 BSMS, KCWP 6		• 7
 BSMS, School Key Elements 2023-2024		•



2023-2024 Phase Two: School Assurances

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2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

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

2023-2024 Phase Three: Comprehensive School Improvement Plan

Browning Springs Middle School
Wendy Gamblin
357 West Arch Street
Madisonville, Kentucky, 42431
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

 23-24 CSIP

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.

Math in all grades, and in General Education and Special Education, is a need for our students. There are several initiatives in place to increase the achievement of our students in their math content. In addition, our Special Education students struggled in all contents, which led to the TSI status. Below is a list of the strategies we are using to address these concerns. All of these initiatives are new to the CSIP because we started them either August of this school year or in the last few months of the previous one, so they did not make it into last year's CSIP.

1. **Increasing Engagement and Quality of Instruction in All Courses with Emphasis on Deeper Learning Strategies:** Teachers have attended professional development this year on creating engaging lessons, and implementing Deeper Learning into their classrooms. The aim of these professional learning opportunities is that teachers can increase the quality of instruction for all students.
2. **Vertical Team Meetings with all Content Teachers:** All content teacher teams meet once each month with their Special Education content representative as well. The teams discuss curriculum, resources available, pacing guide progress and modification, common vocabulary, and common strategies to unify the content knowledge taught at each grade level.
3. **Re-establishing the Professional Learning Communities in our School:** This year, our district and school has re-evaluated the PLC process and is getting back to the intent of the PLCs as designed by the DuFour model. This means focusing on collaboration, and the three main goals of Curriculum, Instruction, and Assessment with regard to the benefits to student learning.
4. **Training Teachers on Creation of Standards-aligned Assessments with Edulastic and Analysis of Data to make Instructional Changes:** To do this, teachers will spend time learning to use a program called Edulastic. The program makes creation of standards-aligned, rigorous assessments easy and allows for quick data analysis of the results. Teachers will also use PLC time learning to evaluate these results and how to use them to address student gaps in learning and meet those needs.

5. **Instructional Coaching for All Math Teachers, both General Education and Special Education:** Math teachers will meet with the Instructional Leader weekly for Instructional Coaching. During the time, teachers will be provided with feedback on lesson planning, guidance on pacing and instructional suggestions, and help understanding the standards when needed. The teacher and Instructional Leader will also spend time reviewing assessments for rigor and relevance to the standards and review the data and instructional changes made based on the assessment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 Browning Springs Middle School CSIP		<ul style="list-style-type: none"> •
 23-24 CSIP		<ul style="list-style-type: none"> •
 Deeper Learning Evidence		<ul style="list-style-type: none"> •
 Instructional Coaching Evidence		<ul style="list-style-type: none"> •
 KCWP 1		<ul style="list-style-type: none"> •
 KCWP 2		<ul style="list-style-type: none"> •
 KCWP 3		<ul style="list-style-type: none"> •
 KCWP 4		<ul style="list-style-type: none"> •
 KCWP 5		<ul style="list-style-type: none"> •
 KCWP 6		<ul style="list-style-type: none"> •
 PLCs Evidence		<ul style="list-style-type: none"> •

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.

1. The greatest need is the Special Education students' performance on the math portion of the KSA test. Almost every student in this subcategory scored novice.
2. Science scores are significantly lower than we would like but have shown growth. Only 16% of students are proficient or distinguished.
3. Math across the whole school, and all subgroups, is struggling. No grade level, or subgroup, is as high as we would like in math.

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.

1. Data-driven instruction as determined by rigorous and standards-based classroom assessments is an ongoing effort this year. Teachers will spend PLC time learning to use Edulastic, a district-purchased resource, to create rigorous and standards-aligned assessments. Teachers will also learn to disaggregate the data from those assessments and be taught strategies to make instructional adjustments based on the data shown by the assessment. (KCWP 2)
2. Math teachers participate in weekly Instructional Coaching/Guided Planning sessions with the building's Instructional Leader. During these sessions, teachers discuss their lesson plans, ways to increase the engagement level, built-in formative assessments, and data-driven decisions that they will be planning each week. This is in an effort to increase the engagement level and quality of instruction in our math department, but all teachers are focusing on engagement and Deeper Learning strategies, as well. (KCWP 2)
3. We are also utilizing the interim assessment data provided by the MAP assessment to identify struggling students and get them the support they need. By using the MTSS format to create intervention/enrichment classes for those who are struggling and in need of additional instruction, we hope to see growth for our lowest-achieving students.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	44.9 Low	4.1 Increase
State Assessment Results in science, social studies and writing	51.2 Medium	9.1 Significant Increase
English Learner Progress	Suppressed	Suppressed
Quality of School Climate and Safety	64.3 Medium	.2 Increase

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p> <p>Objective 1: Increase the percentage of students scoring proficient or distinguished on KSA Reading from 30% in 2021 to 40% in Spring 2025. 21-22: 30% 22-23: 36%</p>	<p>KCWP 1: Design and Deploy Standards--Assess, review, and revise curricula to support students' attainment of knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>	<p><u>Curriculum Review, Pacing Guide Check-ins, and Classroom Walkthroughs</u></p> <p>The current curriculum was selected by a district panel of stakeholders including Teachers, Instructional Leaders, and District Instructional personnel. The curriculum was reviewed on sites such as What Works Clearinghouse and EdReports, and was proven to be valid and comprehensive for the standards expected to be covered. Pacing guides were created to ensure that all standards were taught throughout the year and pacing is monitored via lesson plans, classroom walkthroughs, and instructional coaching sessions.</p> <p><u>Vertical Team Meetings</u></p> <p>Each month the content area teaches meet with their Vertical Teams. These meetings are used for discussing the pacing guide and required skills for students entering and exiting each grade level. In addition, these meetings are a time to ensure that all grade levels are using similar teaching strategies,</p>	<p>Documentation of the curriculum selection process and pacing guide review sessions can be found in the Google Drive for Instructional Leaders.</p> <p>Documentation for Lesson Plans and Classroom Walkthroughs can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>
			<p>Documentation of Vertical Team Meeting agendas can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p>	<p>KCWP 2: Design and Deliver Instruction, Collaboration to meet Tier I educational needs</p>	<p>and Deeper Learning strategies to create engaging lessons that address all standards. <u>Collaboration with Support Services in the Building to Support Student Success</u> The Youth Service Center will support basic needs, and attendance support so students are here, and ready to receive instruction. <u>Student Support Team Meetings</u></p>	<p>YSC Support Logs and Advisory Council minutes will reflect services provided so basic needs of students are met, thus increasing attendance and instructional readiness. The SST Minutes can be found in the Google Drive of the Instructional Leader and are shared with the rest of the team.</p>		<p>FRYSC Coordinator and Services District Staffing Funds, IDEA B Funds, Title I Support, Title V, ESS Funds, Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p> <p>Objective 2: Increase the percentage of students scoring proficient or distinguished on KSA Math from 21% in 2021 to 25% in Spring 2025.</p>	<p>KCWP 4: Review, Analyze, and Apply Data—Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine priorities for individual student success.</p> <p>KCWP 1: Design and Deploy Standards—Assess, review, and revise curricula to support students' attainment of knowledge, skills, and</p>	<p>Scholastic Magazines, and Achieve3000.</p> <p>Teacher Supports</p> <p>Teachers have been provided with several opportunities for PD specific to their content area. The district has also implemented mentoring and district training sessions for teachers with less than three years of experience.</p> <p>Data-Driven Instruction Based on Assessments</p> <p>We are working toward increasing the rigor of assessments and the quality of the assessment questions used based on the requirements by the standards. Teachers will meet in PLCs, Vertical Team meetings, and during Instructional Coaching to create and review data from the standards based assessments they have created using Edulastic. This data will be used to modify instruction to meet the identified needs of students.</p> <p>Curriculum Review, Pacing Guide Check-ins, and Classroom Walkthroughs</p> <p>The current curriculum was selected by a district panel of stakeholders</p>	<p>Lesson Plans will be used to document use of Edulastic and instructional changes made.</p> <p>Documentation of the curriculum selection process and pacing guide review sessions can be found in the</p>		<p>District Staffing Funds, Special Education Staff, Title I Support, Title V</p> <p>District Staffing Funds, Title II, IDEA B Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p> <p>21-22: 21% 22-23: 22%</p>	<p>dispositions outlined in the Kentucky Academic Standards</p>	<p>including Teachers, Instructional Leaders, and District instructional personnel. The curriculum was reviewed on sites such as What Works Clearinghouse and EdReports, and was proven to be valid and comprehensive for the standards expected to be covered. Pacing guides were created to ensure that all standards were taught throughout the year and pacing is monitored via lesson plans, classroom walkthroughs, and instructional coaching sessions.</p> <p>Vertical Team Meetings</p> <p>Each month the content area teaches meet with their Vertical Teams. These meetings are used for discussing the pacing guide and required skills for students entering and exiting each grade level. In addition, these meetings are a time to ensure that all grade levels are using similar teaching strategies, and Deeper Learning strategies to create engaging lessons that address all standards.</p> <p>Collaboration with Support Services in the Building to Support Student Success</p>	<p>Google Drive for Instructional Leaders. Documentation for Lesson Plans and Classroom Walkthroughs can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>
<p>KCWP 2: Design and Deliver Instruction; Collaboration to meet Tier I educational needs</p>			<p>YSC Support Logs and Advisory Council minutes will reflect services provided so basic needs of students</p>		<p>FRYSC Coordinator and Services</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p>		<p>The Youth Service Center will support basic needs, and attendance support so students are here, and ready to receive instruction.</p> <p>Student Support Team Meetings</p> <p>The Student Support Team, which consists of the Special Education Building Coach, School Psychologist, Instructional Leader, and Guidance Counselor will work together to identify struggling students and implement MTSS to give them the learning supports needed to be successful in the classroom. Such supports include Progress Monitoring, Behavior Interventions, Extended School Services, Enrichment Classes, Extended School Services, Co-teaching Classes, and Small Group Interventions. This team connects struggling students with resources as well, which include CAPS/STARS, Edulastic, Exact Path, Study Island, Scholastic Magazines, and Achieve3000.</p>	<p>are met, thus increasing attendance and instructional readiness.</p> <p>The SST Minutes can be found in the Google Drive of the Instructional Leader and are shared with the rest of the team.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title V, ESS Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2028, Browning Springs Middle School will increase the Reading proficiency from 30% (21-22) to 50% proficient and distinguished and the Math proficiency from 21% (21-22) to 40% proficient and distinguished on the end-of-year state testing, KSA.</p>		<p>Instructional Coaching for All Math Teachers</p> <p>Math teachers will all meet with the Instructional Leader weekly to review lesson plans, pacing guides, assessments, and data to receive feedback on adjustments that could help with creating engaging lessons and data-driven decision making.</p>	<p>Documentation of these meetings and the information discussed can be found in the Instructional Coaching Program binder.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support</p>
	<p>KCWP 4: Review, Analyze, and Apply Data—Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine priorities for individual student success.</p>	<p>Data-Driven Instruction Based on Assessments</p> <p>We are working toward increasing the rigor of assessments and the quality of the assessment questions used based on the requirements by the standards. Teachers will meet in PLCs, Vertical Team meetings, and during Instructional Coaching to create and review data from the standards-based assessments they have created using Edulastic. This data will be used to modify instruction to meet the identified needs of students.</p>	<p>Lesson Plans will be used to document use of Edulastic and instructional changes made.</p>		<p>District Staffing Funds, Special Education Staff, Title I Support, Title V</p>

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>					
<p>Objective 1: Increase the percentage of students scoring proficient or distinguished on KSA Social Studies from 28% in 21-22 to 30% in 23-24. 21-22: 28% 22-23: 25%</p>	<p>KCWP 1: Design and Deploy Standards--Assess, review, and revise curricula to support students' attainment of knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>	<p>Curriculum Review, Pacing Guide Check-ins, and Classroom Walkthroughs</p> <p>The current curriculum was selected by a district panel of stakeholders including Teachers, Instructional Leaders, and District Instructional personnel. The curriculum was reviewed on sites such as What Works Clearinghouse and EdReports, and was proven to be valid and comprehensive for the standards expected to be covered. Pacing guides were created to ensure that all standards were taught throughout the year and pacing is monitored via lesson plans, classroom walkthroughs, and instructional coaching sessions.</p>	<p>Documentation of the curriculum selection process and pacing guide review sessions can be found in the Google Drive for Instructional Leaders.</p> <p>Documentation for Lesson Plans and Classroom Walkthroughs can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>
		<p>Vertical Team Meetings</p> <p>Each month the content area teaches meet with their Vertical Teams. These meetings are used for discussing the pacing guide and required skills for students entering and exiting each grade level. In addition, these meetings are a time to ensure that all grade levels are using similar teaching strategies.</p>	<p>Documentation of Vertical Team Meeting agendas can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>	<p>KCWP 2: Design and Deliver Instruction, Collaboration to meet Tier I educational needs</p>	<p>and Deeper Learning strategies to create engaging lessons that address all standards.</p> <p>Collaboration with Support Services in the Building to Support Student Success</p> <p>The Youth Service Center will support basic needs, and attendance support so students are here, and ready to receive instruction.</p> <p>Student Support Team Meetings</p> <p>The Student Support Team, which consists of the Special Education Building Coach, School Psychologist, Instructional Leader, and Guidance Counselor will work together to identify struggling students and implement MTSS to give them the learning supports needed to be successful in the classroom. Such supports include Progress Monitoring, Behavior Interventions, Extended School Services, Enrichment Classes, Extended School Services, Co-teaching Classes, and Small Group Interventions. This team connects struggling students with resources as well, which include CARS/STARS, Edulastic, Exact Path, Study Island,</p>	<p>YSC Support Logs and Advisory Council minutes will reflect services provided so basic needs of students are met, thus increasing attendance and instructional readiness.</p> <p>The SST Minutes can be found in the Google Drive of the Instructional Leader and are shared with the rest of the team.</p>		<p>FRYSC Coordinator and Services</p> <p>District Staffing Funds, IDEA B Funds, Title I Support, Title V, ESS Funds, Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40% Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>	<p>Scholastic Magazines, and Achieve3000.</p> <p>Teacher Supports</p> <p>Teachers have been provided with several opportunities for PD specific to their content area. The district has also implemented mentoring and district training sessions for teachers with less than three years of experience.</p>	<p>Data-Driven Instruction Based on Assessments</p> <p>We are working toward increasing the rigor of assessments and the quality of the assessment questions used based on the requirements by the standards. Teachers will meet in PLCs, Vertical Team meetings, and during Instructional Coaching to create and review data from the standards based assessments they have created using Edulastic. This data will be used to modify instruction to meet the identified needs of students.</p> <p>Curriculum Review, Pacing Guide Check-Ins, and Classroom Walkthroughs</p> <p>The current curriculum was selected by a district panel of stakeholders</p>	<p>Lesson Plans will be used to document use of Edulastic and instructional changes made.</p>	<p>District Staffing Funds, Special Education Staff, Title I Support, Title V</p>	<p>District Staffing Funds, Title II, IDEA B Funds</p>
<p>Objective 2: Increase the percentage of students scoring proficient or distinguished on KSA Science from 11% in 21-22 to 20% in 23-24.</p>	<p>KCWP 4: Review, Analyze, and Apply Data—Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine priorities for individual student success.</p>	<p>KCWP 1: Design and Deploy Standards—Assess, review, and revise curricula to support students' attainment of knowledge, skills, and</p>	<p>Documentation of the curriculum selection process and pacing guide review sessions can be found in the</p>		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%. Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>	<p>dispositions outlined in the Kentucky Academic Standards</p>	<p>Including Teachers, Instructional Leaders, and District Instructional personnel. The curriculum was reviewed on sites such as What Works Clearinghouse and EdReports, and was proven to be valid and comprehensive for the standards expected to be covered. Pacing guides were created to ensure that all standards were taught throughout the year and pacing is monitored via lesson plans, classroom walkthroughs, and instructional coaching sessions.</p>	<p>Google Drive for Instructional Leaders. Documentation for Lesson Plans and Classroom Walkthroughs can be found on the BSMS One Stop Google Site.</p>		
<p>21-22: 11% 22-23: 18%</p>		<p>Vertical Team Meetings Each month the content area teaches meet with their Vertical Teams. These meetings are used for discussing the pacing guide and required skills for students entering and exiting each grade level. In addition, these meetings are a time to ensure that all grade levels are using similar teaching strategies, and Deeper Learning strategies to create engaging lessons that address all standards.</p>	<p>Documentation of Vertical Team Meeting agendas can be found on the BSMS One Stop Google Site.</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>
	<p>KCWP 2: Design and Deliver Instruction; Collaboration to meet Tier I educational needs</p>	<p>Collaboration with Support Services in the Building to Support Student Success</p>	<p>YSC Support Logs and Advisory Council minutes will reflect services provided so basic needs of students</p>		<p>FRYSC Coordinator and Services</p>

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<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>		<p>The Youth Service Center will support basic needs, and attendance support so students are here, and ready to receive instruction.</p> <p>Student Support Team Meetings</p> <p>The Student Support Team, which consists of the Special Education Building Coach, School Psychologist, Instructional Leader, and Guidance Counselor will work together to identify struggling students and implement MTSS to give them the learning supports needed to be successful in the classroom. Such supports include Progress Monitoring, Behavior Interventions, Extended School Services, Enrichment Classes, Extended School Services, Co-teaching Classes, and Small Group Interventions. This team connects struggling students with resources as well, which include CARS/STARS, Edulastic, Exact Path, Study Island, Scholastic Magazines, and Achieve3000.</p> <p>Teacher Supports</p> <p>Teachers have been provided with several opportunities for PD specific to their content area. The district</p>	<p>are met, thus increasing attendance and instructional readiness.</p> <p>The SST Minutes can be found in the Google Drive of the Instructional Leader and are shared with the rest of the team.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title V, ESS Funds, Title II</p>

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<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%. Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>		<p>has also implemented mentoring and district training sessions for teachers with less than three years of experience.</p> <p>Instructional Coaching for All Math Teachers</p> <p>Math teachers will all meet with the Instructional Leader weekly to review lesson plans, pacing guides, assessments, and data to receive feedback on adjustments that could help with creating engaging lessons and data-driven decision making.</p> <p>Data-Driven Instruction Based on Assessments</p> <p>We are working toward increasing the rigor of assessments and the quality of the assessment questions used based on the requirements by the standards. Teachers will meet in PLCs, Vertical Team meetings, and during Instructional Coaching to create and review data from the standards based assessments they have created using Edulastic. This data will be used to modify instruction to meet the identified needs of students.</p> <p>Curriculum Review, Pacing Guide Check-Ins, and Classroom Walkthroughs</p>	<p>Documentation of these meetings and the information discussed can be found in the Instructional Coaching Program binder.</p> <p>Lesson Plans will be used to document use of Edulastic and instructional changes made.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support</p> <p>District Staffing Funds, Special Education Staff, Title I Support, Title V</p>
<p>Objective 3: Increase the percentage of students scoring proficient or</p>	<p>KCWP 4: Review, Analyze, and Apply Data — Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine priorities for individual student success.</p> <p>KCWP 1: Design and Deploy Standards--Assess, review, and revise curricula to</p>		<p>Documentation of the curriculum selection process and pacing</p>		<p>District Staffing Funds, Title II, IDEA B Funds</p>

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<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p> <p>distinguished on KSA On-Demand Writing from 35% in 21-22 to 60% in 23-24.</p> <p>21-22: 35%</p> <p>22-23: 58%</p>	<p>support students' attainment of knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>	<p>The current curriculum was selected by a district panel of stakeholders including Teachers, Instructional Leaders, and District instructional personnel. The curriculum was reviewed on sites such as What Works Clearinghouse and EdReports, and was proven to be valid and comprehensive for the standards expected to be covered. Pacing guides were created to ensure that all standards were taught throughout the year and pacing is monitored via lesson plans, classroom walkthroughs, and instructional coaching sessions.</p>	<p>guide review sessions can be found in the Google Drive for Instructional Leaders.</p> <p>Documentation for Lesson Plans and Classroom Walkthroughs can be found on the BSMS One Stop Google Site.</p>		
	<p><u>Vertical Team Meetings</u></p> <p>Each month the content area teaches meet with their Vertical Teams. These meetings are used for discussing the pacing guide and required skills for students entering and exiting each grade level. In addition, these meetings are a time to ensure that all grade levels are using similar teaching strategies, and Deeper Learning strategies to create engaging lessons that address all standards.</p>	<p>Documentation of Vertical Team Meeting agendas can be found on the BSMS One Stop Google Site.</p>			<p>District Staffing Funds, Title II, IDEA B Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>	<p>KCWP 2: Design and Deliver Instruction, Collaboration to meet Tier I educational needs</p>	<p>Collaboration with Support Services in the Building to Support Student Success</p> <p>The Youth Service Center will support basic needs, and attendance support so students are here, and ready to receive instruction.</p> <p>Student Support Team Meetings</p> <p>The Student Support Team, which consists of the Special Education Building Coach, School Psychologist, Instructional Leader, and Guidance Counselor will work together to identify struggling students and implement MTSS to give them the learning supports needed to be successful in the classroom. Such supports include Progress Monitoring, Behavior Interventions, Extended School Services, Enrichment Classes, Co-teaching School Services, Co-teaching Classes, and Small Group Interventions. This team connects struggling students with resources as well, which include CARS/STARS, Edulastic, Exact Path, Study Island, Scholastic Magazines, and Achieve3000.</p> <p>Teacher Supports</p>	<p>YSC Support Logs and Advisory Council minutes will reflect services provided so basic needs of students are met, thus increasing attendance and instructional readiness.</p> <p>The SST Minutes can be found in the Google Drive of the Instructional Leader and are shared with the rest of the team.</p>		<p>FRYSC Coordinator and Services</p> <p>District Staffing Funds, IDEA B Funds, Title I Support, Title V, ESS Funds, Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2028, Browning Springs Middle School will increase the percent of students scoring proficient or distinguished on the Social Studies from 28% (21-22) to 40%, Science from 11% (21-22) to 30%, and On-Demand Writing from 35% (21-22) to 60% according to the end-of-year state testing, KSA.</p>	<p>Teachers have been provided with several opportunities for PD specific to their content area. The district has also implemented mentoring and district training sessions for teachers with less than three years of experience.</p>	<p>Data-Driven Instruction Based on Assessments</p> <p>We are working toward increasing the rigor of assessments and the quality of the assessment questions used based on the requirements by the standards. Teachers will meet in PLCs, Vertical Team meetings, and during Instructional Coaching to create and review data from the standards based assessments they have created using Edulastic. This data will be used to modify instruction to meet the identified needs of students.</p>	<p>Lesson Plans will be used to document use of Edulastic and instructional changes made.</p>	<p>District Staffing Funds, Special Education Staff, Title I Support, Title V</p>	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2024, Browning Springs Middle School will increase the percentage of students in the Special Education subgroup scoring proficient or distinguished on KSA Reading from 13% in 22-23 to 25%</p> <p>21-22: 7%</p> <p>22-23: 13%</p>	<p>KCWP 3: Design and Deliver Assessment Literacy— Evidence of a balanced assessment system, including classroom assessments to evaluate student learning.</p>	<p><u>Data Disaggregation to Identify Learning Gaps</u></p> <p>The district implements three interim administrations of the MAP test for Reading and Math. The data from these exams provides whole group instructional data, as well as individualized information. As for classroom assessments, the Edulastic program is being implemented gradually to help teachers create authentic, rigorous, and standards-aligned assessments. This resource also provides easy data analysis that shows teachers a breakdown of student achievement data so they can make changes to instruction accordingly.</p> <p><u>Differentiated Instruction</u></p> <p>Teachers will make modifications to instruction relative to the analysis of assessment data to meet the unique needs of the learners.</p>	<p>Evidence of this data disaggregation can be found in Lesson Plans, PLC Agendas, and Vertical Team Meeting agendas.</p>		<p>District Staffing Funds; IDEA B Funds, Title I Support, Title V</p>
	<p>KCWP 4: Review, Analyze, and Apply Data—Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine</p>		<p>Evidence of this can be found in teacher Lesson Plans.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title V</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>priorities for individual student success.</p>	<p>MAP Assessment Data Analysis Training</p> <p>A training representative from the MAP company came to train Math and Reading teachers on using the data from the assessment to meet student needs and address learning gaps. She taught them how to set goals with students and track growth in order to get the most benefit for our students from the MAP assessment software.</p>	<p>The notes from this meeting can be found in the PLC Minutes from that day.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title II</p>
	<p>KCWP 5: Design, Align, and Deliver Support—Evidence that there is a system to monitor student data regularly and to ensure support of student learning</p>	<p>CSIP data is presented to the SBDM so that they are aware of the plans and can make suggestions. All stakeholders are invited to participate in these meetings.</p> <p>The PBIS system is used to encourage positive behaviors in an effort to decrease classroom disruptions and increase student learning. Monthly PBIS data reviewed for the Principal's Advisory Committee, the SBDM, and the PBIS Committee.</p>	<p>SBDM Minutes will reflect CSIP discussions</p> <p>PBIS Team Minutes will reflect discussion of behavior data and ways to address areas of concern.</p>		<p>District Staffing Funds, Title I Support</p> <p>District Staffing Funds, PBIS funds, IC Early Warning Tool</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: By Spring 2024, Browning Springs Middle School will increase the percentage of students in the Special Education subgroup scoring proficient or distinguished on KSA Math from 4% in 22-23 to 25%</p> <p>21-22: 11% 22-23: 4%</p>	<p>KCWP 3: Design and Deliver Assessment Literacy — Evidence of a balanced assessment system, including classroom assessments to evaluate student learning.</p>	<p>Data Disaggregation to Identify Learning Gaps</p> <p>The district implements three interim administrations of the MAP test for Reading and Math. The data from these exams provides whole group instructional data, as well as individualized information. As for classroom assessments, the Edulastic program is being implemented gradually to help teachers create authentic, rigorous, and standards-aligned assessments. This resource also provides easy data analysis that shows teachers a breakdown of student achievement data so they can make changes to instruction accordingly.</p> <p>Differentiated Instruction</p> <p>Teachers will make modifications to instruction relative to the analysis of assessment data to meet the unique needs of the learners.</p> <p>MAP Assessment Data Analysis Training</p> <p>A training representative from the MAP company came to train Math and Reading teachers on using the data from the assessment to meet student needs and address learning gaps. She taught them how to set goals with students and track</p>	<p>Evidence of this data disaggregation can be found in Lesson Plans, PLC Agendas, and Vertical Team Meeting agendas.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title V</p>
	<p>KCWP 4: Review, Analyze, and Apply Data — Formative, Summative, Benchmark, and Interim Assessment Data is analyzed to determine priorities for individual student success.</p>		<p>Evidence of this can be found in teacher Lesson Plans.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title V</p>
			<p>The notes from this meeting can be found in the PLC Minutes from that day.</p>		<p>District Staffing Funds, IDEA B Funds, Title I Support, Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Design, Align, and Deliver Support—Evidence that there is a system to monitor student data regularly and to ensure support of student learning</p>	<p>growth in order to get the most benefit for our students from the MAP assessment software.</p> <p>CSIP Presentation</p> <p>CSIP data is presented to the SBDM so that they are aware of the plans and can make suggestions. All stakeholders are invited to participate in these meetings.</p> <p>PBIS Data Analysis</p> <p>The PBIS system is used to encourage positive behaviors in an effort to decrease classroom disruptions and increase student learning. Monthly PBIS data reviewed for the Principal's Advisory Committee, the SBDM, and the PBIS Committee.</p>	<p>SBDM Minutes will reflect CSIP discussions</p> <p>PBIS Team Minutes will reflect discussion of behavior data and ways to address areas of concern.</p>		<p>District Staffing Funds, Title I Support</p> <p>District Staffing Funds, PBIS funds, IC Early Warning Tool</p>

4: English Learner Progress

Goal 4: English Learner Goal: By 2028, 40% of English Learners will be proficient or distinguished in Reading and 40% of English Learners will be proficient or distinguished in Math as measured by the KSA.			
Objective	Strategy	Activities	Measure of Success
Objective 1: By the Spring of 2024, 20% of English Learners will be proficient or distinguished in Reading on the KSA. 21-22: 10% 22-23: 17%	KCWP 2 Design and Deliver Instruction- Collaboration to meet student needs	<p>District EL Support</p> Collaboration will increase in the classrooms through classified instructional assistants, collaborative teachers, and district EL staff support to increase the level of intervention available for EL students and small group instruction when possible. <p>Small Group Instruction</p> Small group instruction and support through District EL Staff	Assessment data (Exact Path, Achieve3000, MAP) that demonstrates student growth and narrowed achievement gaps
Objective 2: By the Spring of 2024, 20% of English Learners will be proficient or distinguished in Math on the KSA. 21-22: 15% 22-23: 17%	KCWP 2 Design and Deliver Instruction- Collaboration to meet student needs	<p>District EL Support</p> Collaboration will increase in the classrooms through classified instructional assistants, collaborative teachers, and district EL staff support to increase the level of intervention available for EL students and small group instruction when possible. <p>Small Group Instruction</p> Small group instruction and support through District EL Staff	PSP Progress Monitoring Data Assessment data (Exact Path, Achieve3000, MAP) that demonstrates student growth and narrowed achievement gaps
			Title I Support District Staffing District EL Staffing Funds Title III
			District EL Staffing Funds Title III
			Title I Support District Staffing District EL Staffing Funds
			District EL Staffing Funds Title III

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2024, Browning Springs Middle School will increase the QSCS Indicator score from 64.1% in 21-22 to 68%.</p> <p>21-22: 64.1 22-23: 64.3</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><u>Family Engagement Nights</u></p> <p>There will be three Family Engagement nights this year hosted by our Youth Service Center and sponsored by Title I. The goal will be to include families in the school environment and get families learning together. All teachers, FRYSC, Mental Health Counselors, and SROs will join in on these nights to increase positive community relationships as well.</p> <p><u>PBIS Expectations and Safety Procedure Lessons</u></p> <p>The PBIS lessons will be taught after every break and the PBIS program will be implemented to increase positive behaviors in the classroom. These lessons also include safety procedures and drills.</p>	<p>The Instructional Leader will document these events in the Title I Binder for the year.</p>		<p>Title I Funds, FRYSC Grant Funds, District Staffing Funds, Title IV, School Safety Funds, Mental Health Grant</p>
			<p>Documentation can be found in the PBIS meeting minutes.</p>		<p>PBIS Funds District Staffing Funds</p>

Addendum for Schools Identified for Targeted or Comprehensive Support

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.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

Components of Turnaround Leadership Development and Support:

Consider: 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?

Response: Leadership will work with teachers and lead them in PLC discussions about goal setting and planning for instruction that is data driven and relevant to student gaps in learning. PLC time will also be devoted to ensuring that our Special Education population is receiving quality on-grade-level instruction and receiving the appropriate supports necessary for them to be successful in the classroom. As a school, and especially in our Special Education classrooms, we are focusing on making our assessments meet the rigor expected for state assessments. In this way, we can have a better idea of what students know compared to what they should know, and be better prepared to address learning gaps.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The BSMS Master Schedule is reviewed before each trimester to ensure that our time and staff are allocated in the most effective ways to meet the needs of our Special Education population and our intervention classes that meet the needs of all struggling learners. This investigation caused us to reconsider the ways that we assign co-teachers and they are now in Science and Social Studies, when possible, to provide accommodations for our Special Education students. This also caused us to adjust how Special Education teachers are assigned. In the past, they worked in all content areas by grade level, and now we have them arranged into content specialties. Therefore, where possible, the Special Education teacher can focus on only one content area and teach that content in one or two grade levels only.

The Special Education department at Browning Springs has had several new staffing additions over the last two years. These new teachers are great, but lack experience with the day-to-day expectations of Special Education instruction. To support the inexperienced teachers so that students have access to quality instruction, those staff members who are new or certified will participate in mentoring for the first trimester and monthly Special Education PLCs with the Building Coach. Through these meetings, these teachers will receive feedback to guide them in designing quality lessons and units and receive guidance for completing all of the paperwork and meeting the deadlines required for compliance with Special Education Law.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: 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.

Response: Because about two-thirds of our student population has non-academic needs that should be addressed before academics can become a focal point for them, our Youth Service Center is very active with families and students to ensure that their needs are met. YSC/Title I Family Nights, Coffee with the Principal, and various Advisory Councils hope to provide ways for all stakeholders to get involved so that students and families alike feel supported and included as part of the school culture.

To further enhance the learning culture, we have started identifying student success in a few different ways. At the end of each month, the entire school comes together for Best of the Bears Day. On this day, students have a group assembly, and Students of the Month and Athletes of the Month are recognized. The assembly is a very fun event and students look forward to it. In addition, to help keep the learning culture positive and encourage students to limit behavior disruptions in class, there are monthly and trimester PBIS reward events.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Math in all grades, and in General Education and Special Education, is a need for our students. There are several initiatives in place to increase the achievement of our students in their math content. In addition, our Special Education students struggled in all contents, which led to the TSI status. Below is a list of the strategies we are using to address these concerns and the ways to monitor implementation.

1. **Increasing Engagement and Quality of Instruction in All Courses with Emphasis on Deeper Learning Strategies:** Teachers have attended professional development this year on creating engaging lessons, and implementing Deeper Learning into their classrooms. The aim of these professional learning opportunities is that teachers can increase the quality of instruction for all students. The evidence of the implementation of these strategies can be found in teacher lesson plans, feedback from classroom walkthroughs, and in PLC discussions reflecting on Deeper Learning in the classroom.
2. **Vertical Team Meetings with all Content Teachers:** All content teacher teams meet once each month with their Special Education content representative as well. The teams discuss curriculum, resources available, pacing guide progress and modification, common vocabulary, and common strategies to unify the content knowledge taught at each grade level. Documentation of these meetings can be found in the Agendas folder on the BSMS Staff Google Site and in Walkthrough Documentation housed in Google Drive.
3. **Re-establishing the Professional Learning Communities in our School:** This year, our district and school has re-evaluated the PLC process and is getting back to the intent of the PLCs as designed by the DuFour model. This means focusing on collaboration, and the three main goals of Curriculum, Instruction, and Assessment with regard to the benefits to student learning. Documentation of this process can be found in the Agendas folder on the BSMS Google Site.
4. **Training Teachers on Creation of Standards-aligned Assessments with Edulastic and Analysis of Data to make Instructional Changes:** To do this, teachers will spend time learning to use a program called Edulastic. The program makes creation of standards-aligned, rigorous assessments easy and allows for quick data analysis of the results. Teachers will also use PLC time learning to evaluate these results and how to use them to address student gaps in learning and meet those needs.
5. **Instructional Coaching for All Math Teachers, both General Education and Special Education:** Math teachers will meet with the Instructional Leader weekly for Instructional Coaching. During the time, teachers will be provided with feedback on lesson planning, guidance on pacing and instructional suggestions, and help understanding the standards when needed.

The teacher and Instructional Leader will also spend time reviewing assessments for rigor and relevance to the standards and review the data and instructional changes made based on the assessment. Evidence of these discussions can be found in the Instructional Coaching Binder.

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

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) 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 the CIP.

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Increasing Engagement and Quality of Instruction in All Courses with Emphasis on Deeper Learning Strategies	<p>Zeiser, K. L., Taylor, J., Rickles, J., & Garet, M. S. (2014, September). Evidence of Deeper Learning Outcomes. New York City: American Institutes for Research.</p> <p>Full Text: https://files.eric.ed.gov/fulltext/ED553364.pdf</p>	☒
Vertical Team Meetings with all Content Teachers	<p>“Creating a Vertically Aligned Curriculum.” PowerSchool, Powerschool, 26 July 2022, https://www.powerschool.com/blog/creating-a-vertically-aligned-curriculum/#:~:text=it%20helps%20prioritize%2C%20focus%2C%20reinforce,level%20standards%20to%20unit%20content. Accessed 30 Nov. 2023.</p> <p>Full Text: https://www.powerschool.com/blog/creating-a-vertically-aligned-curriculum/#:~:text=it%20helps%20prioritize%2C%20focus%2C%20reinforce,level%20standards%20to%20unit%20content.</p>	☒
Re-establishing the Professional Learning Communities in our School	<p>How professional learning communities lead to improved student outcomes. (2021, January 8). learningally.org. Retrieved November 30, 2023, from https://learningally.org/Portals/6/Docs/Professional-Learning/LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053</p> <p>Full Text: https://learningally.org/Portals/6/Docs/Professional-Learning/LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053</p>	☒
Training Teachers on Creation of Standards-aligned Assessments with Edulastic and	<p>Edulastic Review for Teachers Common Sense Education. (2023, July 7). Common Sense Education. https://www.common Sense.org/education/reviews/edulastic</p>	☒

Evidence-based Activity	Evidence Citation	Uploaded in CIP
<p>Analysis of Data to make Instructional Changes</p> <p>Instructional Coaching for All Math Teachers, both General Education and Special Education</p>	<p>Full Text: https://www.common sense.org/education/reviews/edulastic</p> <p>Neergaard Booker, L., & Russell, J. (2022). Improving teaching practice with instructional coaching. Ed Research for Recovery. Retrieved November 30, 2023, from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_3.pdf</p> <p>Full Text: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_3.pdf</p>	<p><input checked="" type="checkbox"/></p>

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