

Bourbon County Schools' Comprehensive District Improvement Plan (CDIP) 2025

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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 Districts, 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.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - 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.

- In Reading, 39% ES, 31% MS, 42% HS of Economically Disadvantaged students scored proficient/distinguished.
- In Math, 28% ES, 24% MS, and 23% HS of Economically Disadvantaged students scored proficient/distinguished.
- In elementary school, the Reading Index is 55.3 for all students, while students with IEPs is 32.2. In elementary math, the Index is 46.4, while EL is 43.8 and IEP is 27.4.
- In middle school, the Reading Index for all students is 47.2, while the index for students with IEPs is 14.5, EL is 27.2.
- Middle School math's Index is: 41.7, IEP is 21, and EL is 31.1.
- In high school, the Reading Index is 71.4, but there are no measurable sub-groups for IEP and EL.
- High School math's Index is 42.7, but there are no measurable sub-groups for IEP and EL.

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

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

KCWP 2: Design and Deliver Instruction

- PLCs and Content Networks deconstruct standards and align instruction to improve Tier I instruction.
- Data Based Decision Making—SBDM meets on a monthly basis at all school levels to make decisions that are focused on school improvement.
- Teaching and learning is monitored through weekly school walkthroughs and semester district walkthroughs.
- PD focuses on deeper learning and high yield instructional strategies.
- Teachers meet and use Plan Do Study Act during PLC meetings each week to discuss supports and inventions for all students.
- Principals addressing areas of instructional concern.
- PLCs analyze benchmark, state summative, and common assessment data to determine tiered instructional needs.

KCWP 5: Design and Deliver Support Processes

- The District MTSS team (meets quarterly) and school MTSS teams (meet monthly) meet on a regular basis to monitor goals and provide support to students' behavioral, social-emotional, and academic needs.
- The district monitors the continuum of support and services to measure overall program effectiveness by observing teachers on a regular basis through district instructional rounds.
- Administrators, teachers, interventionists, school leadership teams, and MTSS team meet on a monthly basis to review and analyze data to make data based decisions to monitor students' progress through all three tiers of instruction.
- Equitable access to rigorous academic curriculum

- AP Courses, Dual Credit, CTE is offered at the high school; gifted and talented is offered at all grade levels.
- Enrichment courses are provided to students who are not in intervention.
- All students are encouraged to participate in CTE--for all diverse populations.
- Yearly special education child count procedures ensure that all students with disabilities are identified and receive the services that evaluation procedures show that they need.

Indicator Scores

Indicator	Status 2024			Change		
	ES	MS	HS	ES	MS	HS
State Assessment Results in reading and mathematics	47.8	47.7	42.9	Decline -3.1	Increase +3.2	Decline -6.8
State Assessment Results in science, social studies and writing	66.1	53.7	33.7	Increase +6.6	Increase +2.9	Decline -7.8
English Learner Progress	68.7	13.9	NA/0	Increase +4.2	Maintain -1.1	N/A
Quality of School Climate and Safety	70.2	73.1	59.2	Decline -2.5	Sig Increase +6.3	Maintain -0.9
Postsecondary Readiness (high schools and districts only)	N/A	N/A	78.8	N/A	N/A	Increase +0.3
Graduation Rate (high schools and districts only)	N/A	N/A	94.0	N/A	N/A	Maintain -0.5

Indicator	Status 2023		
	ES	MS	HS
State Assessment Results in Reading and Mathematics	50.9	44.5	49.7
State Assessment Results in Science, Social Studies, and Writing	59.5	50.8	41.5
English Learner Progress	64.5	15.0	N/A
Quality of School Climate and Safety	72.7	66.8	60.1
Postsecondary Readiness (HS and District)	N/A	N/A	78.8
Graduation Rate (HS and District)	N/A	N/A	94.0

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

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

1: State Assessment Results in reading and mathematics

Goal 1:

By May 2027, Bourbon County Schools will increase the percentage of students scoring proficient/distinguished as measured by the state accountability system as follows:

Elementary Reading from 39% to 54%

Middle School Reading from 31% to 46%

High School Reading from 42% to 57%

Elementary Math from 28% to 43%

Middle School Math from 24% to 39%

High School Math from 23% to 38%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Bourbon County Schools will increase the percentage of students scoring proficient/ distinguished in reading as follows: Elementary Reading from 39% to 44% Middle School Reading from 31% to 36% High School Reading from 42% to 47%	Develop and implement a system to ensure Tier I instruction and assessments meet the intent of the <i>Kentucky Academic Standards for Reading</i> . (KCWP 2)	District administrators will support building level administrators and teachers to ensure congruence is present between standards, learning targets, and assessment measures. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	District administration will support teachers and administrators in instructional alignment to standards through PLCs and Content Network Meetings.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, III District 21st Century
		District administrators will support building level administrators and teachers to ensure ongoing professional learning around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in reading. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	District administration will support teachers and administrators in professional learning through PLCs, professional development workshops, and Content Network Meetings.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	ESS, Title II

<p>Objective 2: By May 2025, Bourbon County Schools will increase the percentage of students scoring proficient/ distinguished in math as follows: Elementary Math from 28% to 33% Middle School Math from 24% to 29% High School Math from 23% to 28%</p>	<p>Develop and implement a system to ensure Tier I instruction and assessments meet the intent of the <i>Kentucky Academic Standards for Reading</i>. (KCWP 2)</p>	<p>District administrators will support building level administrators and teachers to ensure congruence is present between standards, learning targets, and assessment measures. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>District administration will support teachers and administrators in instructional alignment to standards through PLCs, professional development workshops, and Content Network Meetings.</p>	<p>30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.</p>	<p>Title I, II, III District 21st Century</p>
		<p>District administrators will support building level administrators and teachers to ensure ongoing professional learning around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in mathematics. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>District administration will support teachers and administrators in professional learning through PLCs, professional development workshops, and Content Network Meetings.</p>	<p>30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.</p>	<p>ESS</p>

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

Goal 2:

By May 2027, Bourbon County Schools will increase the percentage of students scoring Proficient/Distinguished as measured by the state accountability system as follows:

Elementary Writing from 51% to 66%

Middle School Writing from 45% to 60%

High School Writing from 30% to 45%

Elementary Science from 22% to 37%

Middle School Science to 40%

High School Science to 40%

Elementary School Social Studies from 37% to 52%

Middle School Social Studies from 28% to 43%

High School Social Studies from 27% to 42%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, Bourbon County Schools will increase the percentage of students scoring Proficient/ Distinguished in Writing as follows: Elementary Writing from 51% to 56% Middle School Writing from 45% to 50% High School Writing from 30% to 35%	Develop a systematic approach to design and deliver core instruction to ensure students are successful in Tier I writing instruction. (KCWP 2)	District and building level administration, in conjunction with ELA teachers, will ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Content grade level and vertical teams will meet consistently to discuss outcomes, provide feedback, and plan next steps. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	The work of PLC and Vertical Content Networks will be documented and monitored through 30-60-90 planning. Annual objective will be monitored by intentional analysis of student data through use of data questions.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, III District 21st Century ESS
		District and building level administration, in conjunction with ELA teachers, will plan for and implement active student engagement strategies. Content grade level and vertical teams will meet consistently to discuss outcomes, provide feedback, and plan next steps. Timelines for implementation will be determined by	The work of PLC and Vertical Content Networks will be documented and monitored through 30-60-90 planning. Annual objective will be monitored by intentional analysis of student data	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, III District 21st Century ESS

		the school calendar and outlined in the 30-60-90 day plan.	through use of data questions.		
Objective 2 By May 2025, Bourbon County Schools will increase the percentage of students scoring Proficient/ Distinguished in science as follows: Elementary Science from 22% to 27% Middle School Science from to 30% High School Science from to 30%	Develop a systematic approach to design and deliver core instruction to ensure that at least 80% of students are successful in Tier I science instruction. (KCWP 2)	District and building level administration, in conjunction with science teachers, will ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Content grade level and vertical teams will meet consistently to discuss outcomes, provide feedback, and plan next steps. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	The work of PLC and Vertical Content Networks will be documented and monitored through 30-60-90 planning. Annual objectives will be monitored by intentional analysis of student data through use of data questions.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, IV District 21st Century ESS
		District and building level administration, in conjunction with science teachers, will plan for and implement active student engagement strategies. Content grade level and vertical teams will meet consistently to discuss outcomes, provide feedback, and plan next steps. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	The work of PLC and Vertical Content Networks will be documented and monitored through 30-60-90 planning. Annual objectives will be monitored by intentional analysis of student data through use of data questions.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, IV District Funds 21st Century ESS
Objective 3 By May 2025, Bourbon County Schools will increase the percentage of students scoring Proficient/ Distinguished in social studies as follows:	Develop a systematic approach to design and deliver core instruction to ensure that at least 80% of students are successful in Tier I social studies instruction. (KCWP 2)	District and building level administration, in conjunction with science teachers, will ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to	The work of PLC and Vertical Content Networks will be documented and monitored through 30-60-90 planning. Annual objectives will be	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, IV District Funds 21st Century ESS

<p>Elementary Social Studies from 37% to 42%</p> <p>Middle Social Studies from 28% to 33%</p> <p>High School Social Studies from 27% to 32%</p>		<p>meet mastery. Content grade level and vertical teams will meet consistently to discuss outcomes, provide feedback, and plan next steps. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>monitored by intentional analysis of student data through use of data questions.</p>	<p>30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.</p>	
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3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, Bourbon County Schools will increase the percentage of students with disabilities scoring proficient/distinguished in reading as follows: Elementary Reading from 32.2% to at least 37% Middle School Reading increase from 14.5% to at least 20% High School Reading increase to at least 25% Elementary Math from 27.4% to at least 32% Middle School Math increase from 21% to at least 26% High School Math increase to at least 25%	Establish and monitor a system of behavioral and academic interventions to meet the needs of all students. (KCWP 5)	District administration will support schools in creating a schoolwide behavioral support system which is modeled and monitored to ensure student success. Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.	PBIS school plans are established with the support of CKEC and implemented and monitored in each school.	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II IDEA B District Funds 21st Century ESS

4: English Learner Progress

Goal 4: By spring of 2027, all EL students at Bourbon County Schools not reaching English Language Proficiency will progress by at least 1.5 level as measured by ACCESS testing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2025, all EL students at Bourbon County Schools not reaching English Language Proficiency will progress by at least .5 levels as measured by ACCESS testing.	Implement a system of support that ensures the use of high quality instructional strategies, intentional monitoring of data, and individual support to meet the needs of EL students. (KCWP 5)	<p>Teachers will meet weekly in grade level PLCs to disaggregate student data according to sub groups to inform instructional adjustments and intervention placements.</p> <p>Teachers are collaborating with the district secondary EL teacher at least bi monthly to learn high yield vocabulary strategies.</p> <p>EL students will receive specialized instruction daily with the EL teacher that will support their regular Tier 1 instruction.</p>	<p>Student data results will show improvement in sub-group populations, specifically including EL students.</p> <p>School and district leadership will monitor data analysis during PLC's.</p>	30-60-90 day plan will be monitored and updated monthly by district Directors and the Directors of Continuous Improvement.	Title I, II, III District Funds 21st Century ESS

5: Quality of School Climate and Safety

Goal 5:

By May 2027, Bourbon County Schools will increase the climate and safety index scores as measured by the the School Climate and Safety Survey as follows:

Elementary School Climate Index from 75 to at least 90

Middle School Climate Index from 68.7 to at least 73.7

High School Climate Index from 61.8 to at least 76.8

Elementary School Safety Index from 70.4 to at least 85.4

Middle School Safety Index from 64.8 to at least 79.8

High School Safety Index from 58.3 to at least 73.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, Bourbon County Schools will increase the climate and safety index scores as measured by the the School Climate and Safety Survey as follows:</p> <p>Elementary School Climate Index from 75 to 80</p> <p>Middle School Climate Index from 68.7 to 73.7</p> <p>High School Climate Index from 61.8 to 66.8</p> <p>Elementary School Safety Index from 70.4 to 75.4</p> <p>Middle School Safety Index from 64.8 to 69.8</p> <p>High School Safety Index from 58.3 to 63.3</p>	<p>Support learning culture and environment in order to nurture and sustain a fair and caring learning community in which all students have optimal opportunities for academic success. (KCWP 6)</p>	<p>District MTSS & PBIS team meets monthly to disaggregate student behavior data to plan any necessary supports.</p> <p>Counselors across the district will lead teachers to discuss a word of the month and plan for ways to re-teach social skills to improve student engagement and behavior.</p> <p>District Culture and Climate Committee and School Safety Committees will work to gather input from teachers and staff, working on communication plans.</p> <p>Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>Decrease the number of behavior referrals.</p> <p>Increase the number of students earning PBIS awards.</p> <p>Increase positive responses on Bloomsights surveys.</p>	<p>The Director of Special Education & Counseling will support counselors in administering and analyzing...</p> <p>Bloomsights surveys for students monthly.</p> <p>Identify students with SEL needs SRSS Universal Screener quarterly.</p> <p>Tableaux data from Infinite Campus during monthly behavior meetings with counselors and administrators.</p>	<p>Title I, II, IV</p> <p>IDEA B</p> <p>District Funds</p> <p>21st Century</p> <p>ESS</p>

6: Postsecondary Readiness

Goal 6: By spring of 2027, Bourbon County High School will increase the postsecondary readiness rate from 78.8 to 93.8, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By spring of 2025, Bourbon County High School will increase the postsecondary readiness rate from 78.8 to 83.8, as measured by state assessments.</p>	<p>Implement a system of support that ensures that seniors are given multiple opportunities to achieve postsecondary readiness. (KCWP 5)</p>	<p>ACT support is offered through weekly tutoring and/or enrichment time. Support is provided by student tutors and assigned staff members.</p> <p>21st Century ESS support is offered weekly after school to help prepare students in all subject areas. Various staff members provide this support.</p> <p>In the spring, Principal, Pathway Teachers, and district CTE coordinator will work together to review and revise current implementation of pathways. The team will focus on course offerings based on student requests, percentage of students passing industry certification, and staff satisfaction and skill set. This work may result in changes to the master schedule moving forward.</p> <p>Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>Students will attend and participate in tutoring in areas of academic need.</p> <p>Pathways will be revised and students will be scheduled in pathway courses. Master schedule changes will be made to meet pathway and student needs.</p> <p>Increased number of students hitting benchmark scores on ACT or KYOTE exams.</p> <p>Increased number of students passing an industry certification exam.</p>	<p>The district DAC/CTE Lead and Director of Continuous Improvement will support BCHS administrators and counselors in:</p> <p>Weekly review of transition readiness documents.</p> <p>Tutoring attendance records.</p> <p>Review of STAR data three times per year by district, administrators, counselors, and PLCs.</p> <p>Regular analysis of data from industry certification exams.</p> <p>Review of ACT and KYOTE twice per year by district, school administrators, and counselors.</p> <p>Revisions to pathways and pathway options.</p> <p>Scheduling in pathways</p> <p>Completion of pathway requirements</p> <p>ILPs will be regularly updated and monitored by counselors and administrative team.</p> <p>Regular transcript audits by counselors as needed to ensure pathway completion.</p>	<p>Title II, IV</p> <p>Perkins</p> <p>District Funds</p> <p>21st Century</p> <p>ESS</p>

7: Graduation Rate

Goal 7: By spring of 2027, Bourbon County High School will increase the 4 year graduation rate from 93.6% to 100%, as measured by state reporting requirements.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By spring of 2025, Bourbon County High School will increase the 4 year graduation rate from 93.6% to 95.7% as measured by state reporting requirements.</p>	<p>Implement a system of support that ensures that seniors are on track to graduate in 4 years. (KCWP 5)</p>	<p>The senior counselor will meet with seniors as needed throughout the year to ensure that graduation requirements will be met.</p> <p>The principal will run mid-term and final (9 weeks) failure reports and meet with students to develop individualized plans to work toward graduation requirements.</p> <p>Multiple opportunities for credit recovery will be offered to students through Success, night school, and virtual learning academy. Work completed through these options will be monitored by assigned staff.</p> <p>Academic interventionists, behavioral interventionists, or SEL Counseling services will be utilized as needed.</p> <p>Timelines for implementation will be determined by the school calendar and outlined in the 30-60-90 day plan.</p>	<p>Students will stay on track with coursework completion toward graduation.</p> <p>Increased number of students in the four year graduation cohort.</p>	<p>The district DAC/CTE Lead and Director of Continuous Improvement will support BCHS administrators and counselors in: High School administrative team and counselors will...</p> <p>Conduct student scheduling meetings in the winter and spring.</p> <p>Check grades in Infinite Campus at mid-term, 9 weeks, and semester.</p> <p>Conduct transcript audits as needed to ensure that students are on track to graduate.</p> <p>Intervention Progress Monitoring</p> <p>APEX/credit recovery monitoring</p> <p>Parent/student contact</p> <p>Review attendance data monthly by Student Advocacy Committee.</p> <p>30-60-90 will be monitored and updated by administrative team with support from the Director of Secondary Continuous Improvement.</p>	<p>Title I, II, III</p> <p>Perkins Grant</p> <p>IDEA B</p> <p>District funds</p> <p>Gear Up</p> <p>21st Century</p> <p>ESS</p>

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

BCMS

Response:

To help enhance school leadership skills for improving student achievement in underperforming subgroups, a comprehensive approach would involve tailored professional development programs, mentorship initiatives, and ongoing assessments/progress monitoring to continuously track progress to help address specific needs.

SWD:

For our students with disabilities, the leadership team will focus on inclusive practices, specialized training for educators, collaboration with special education experts, and the consistent push to ensure we're addressing our students' individualized educational plans (IEPs) to address unique learning needs. Also, making sure to have regular evaluations and making adjustments as needed can help ensure we're making sustainable progress.

ELL:

For our English Language Learners, our leadership team can prioritize fostering a culturally inclusive environment, and promote collaboration between our language specialist and core content teachers. This will allow the contribution from the language specialist to help accelerate improvements in academic achievement for our ELL students. Our leadership team will also help to promote family engagement, so that they're more involved in the educational process, by providing them with resources and support to help parents understand expectations and ways to reinforce language and content skills at home.

We begin by analyzing the student data and looking at the various subgroups that the data is broken down into that need additional support. We have worked to use ESS funds to allocate funding for an Intervention An Intervention teacher. However, we have been unsuccessful in this process thus far due to low interest from applicants. I will continue to work with our district office to help support our SWD and ELL population in this manner. We also have after school tutoring sessions for all Tier level students in our building. This allows us to have a better understanding of any patterns or trends that are happening within each subgroup. Through ongoing analysis, we can continue to work on specific action plans that will best meet the needs of the subgroups who are underperforming.

The local board will review and approve each component phase of the CDIP.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

BCMS

Response:

The district will support BCMS by analyzing the data and looking at the various subgroups that the data is broken down into. This allows us to have a better understanding of any patterns or trends that are happening within each subgroup. Through this analysis, we can then work on specific action plans that would best meet the needs of the subgroups who are underperforming. As we're creating action plans, we will work with any stakeholders that would be involved with the specific students in each subgroup. This will allow us to dig deeper into our curriculum and ensure we're providing our students with the support they need to master the content. As plans are being implemented, we will provide continuous monitoring and evaluation to ensure progress and make adjustments as needed based on feedback and results.

Response:

The main areas of need for the targeted subgroups are in the content areas of reading and math for our students with disabilities and English Language Learners population. By incorporating evidence based practices, we will be able to see improvement, specifically in each of those subgroups. The district will support BCMS in ensuring that we're providing differentiated instruction and implementing instructional strategies that are customized to the diverse learning needs within the targeted subgroups. Incorporating family and community engagement will also help to establish initiatives that will aid in supporting the educational goals of each subgroup. We will also continuously utilize data analysis in our decision making to inform the instructional decisions and help with identifying areas of improvement. We will monitor the evidence based practices by conducting regular assessments to ensure that the practices are being implemented as intended. We will conduct observations in the classrooms and provide feedback to ensure adherence to the strategies being implemented. We will also establish effective professional learning communities to allow our educators to collaborate and share experiences related to the implementation of our evidence based practices. By combining these strategies, and implementing with fidelity, and monitoring progress, we will see positive progress in the targeted subgroups academic achievement.

SWD:

For our students with disabilities, we need to ensure that our special education teachers are providing the students with the appropriate academic support that challenges the student by providing them with tailored interventions and support services. We must also promote a more inclusive learning environment that accommodates the diverse learning styles and needs of our students. When looking at the students' Individualized Educational Plans (IEPs), we need to make sure that they're developed effectively and implemented consistently and with fidelity. It is also important to ensure the IEP is regularly reviewed and updated to meet the needs of our students. The evidence-based practices that need to consistently be incorporated each day included Differentiated Instruction, Co-Teaching Models, and

Assistive Technology. We need to ensure that we're implementing teaching strategies that cater to various learning disabilities. By incorporating co-teaching models, our special education teachers can collaborate with our general education teachers to provide targeted support. With growing use of technology, we need to provide students the opportunity to utilize assistive technology to help enhance accessibility and facilitate learning for our students with disabilities. By being consistent with our IEP review process, observations and feedback, progress monitoring, parent/guardian involvement, and collaboration amongst the special education team, we should be able to see continuous improvement within this specific subgroup.

ELL:

For our English Language Learners, we need to make sure that we're providing targeted support to enhance language development, as well as creating a culturally inclusive environment that values and incorporates the diverse backgrounds and experiences of our ELL students. As a school, we will work hard in ensuring that our students have equitable access to core content by implementing strategies that support language acquisition in the various subject areas. Some evidence-based practices that we will incorporate into our instruction include ESL programs, Peer Support Systems, Sheltered Instruction, and PD on ELL Strategies. We are working hard to implement effective ESL programs that focus on language and support content. With Peer Support Systems, we're able to provide support to our ELL students by pairing them with a buddy that will help in facilitating language practice and cultural integration. When looking at sheltered instruction, this allows us to make content more accessible to our ELL students while also supporting language development. We will monitor these evidence-based practices by regularly assessing language proficiency to allow us to track the progress of ELL students and adjust support strategies accordingly. With classroom observations, we will make sure the practices are being implemented and provide constructive feedback to educators as needed. Using the data that we analyze from academic performance, we will be able to make decisions regarding any other supports or interventions our students may need.