

## Bourbon County Middle School Continuous School Improvement Plan CSIP 2020-2021

### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring P/D in reading from 59.7 to 89.7 and in math from 47.8 to 77.8 by the year 2023, as measured by state assessment data.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes
<p>Objective 1                      Increase the percentage of students scoring P/D in reading from 59.7 to 69.7 and in math from 47.8 to 57.8 by the year 2021, as measured by state assessment data.</p>	<p>Implement a system to design, align, and deliver support processes in order to monitor student data and ensure a continuous improvement model for tiered intervention.</p>	<p>School administration and RtI Team will develop a clearly defined RtI school-wide process that will include collection and charting of data, analysis of strengths and obstacles to students' learning, and monitoring individual student progress to determine tiered intervention needs.</p>	<p>Building level administration will monitor the effectiveness of intervention through walkthroughs and data monitoring.</p>	<p>30-60-90 day plan will be monitored and updated quarterly.</p>

--	--	--	--	--

2: Separate Academic Goal

<p>Increase the percentage of students scoring P/D in writing from 37.5 to 67.5 by the year 2023, as measured by state assessment data.                  Increase the percentage of students scoring P/D in science from 28.6 to 58.6 by the year 2023, as measured by state assessment data.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1                  Increase the percentage of students scoring P/D in writing from 37.5 to 47.5 by the year 2021, as measured by state assessment data.</p> <p>Objective 2</p>	<p>Develop a systematic approach in order to design and deliver writing as part of core instruction to ensure that all students are successful across all content areas.</p>	<p>Building level administrators will determine if formative assessment results function as effective feedback to students and teachers on a monthly basis within PLCs. Teachers will bring examples of student work to PLCs for monitoring purposes.</p>	<p>Building level administration will monitor the effectiveness of ongoing professional learning through walk-throughs and observations, as well as PLC minutes.</p>	<p>30-60-90 day plan will be monitored and updated quarterly.</p>	<p>\$0</p>

Increase the percentage of Students scoring P/D in science from 28.6 to 38.6 by the year 2021 as measured by state assessment data.	Develop a systematic approach to design and deliver NGSS instruction to ensure that all students are successful in science.	Building level administrators will determine if formative assessment results function as effective feedback to students and teachers on a monthly basis within department meetings. Teachers will bring examples of student work to department meetings and content leadership meetings for monitoring purposes.	Building level administration will monitor the effectiveness of ongoing professional learning through walk-throughs and observations, as well as department minutes.	District Learning Check data, Formative Assessment data	\$0
		Grade level teams and administrative team will monitor team data sheets for students performing below proficiency on a monthly basis within PLCs.	Building level administration will monitor the effectiveness of ongoing professional learning through walk-throughs and observations, as well as department minutes.		\$0

3. Gap Goal

Goal 3: Increase the percentage of students with disabilities-with IEP scoring P/D in reading from 18.6 to 48.6 and math from 13.0 to 43.0, and increase the percentage of English Learners scoring P/D in reading from 7.1 to 37.1 and in math from 7.1 to 37.1 by the year 2023, as measured by the state assessment data.			
--	--	--	--

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:            Increase the percentage of students with disabilities-with IEP scoring P/D in reading from 18.6 to 28.6 and math from 13.0 to 23.0, and increase the percentage of English Learners scoring P/D in reading from 7.1 to 17.1 and in math from 7.1 to 17.1 by the year 2021, as measured by the state assessment data.</p>	<p>Develop a systematic approach in order to design and deliver vocabulary as part of core instruction to ensure that all students are successful in Tier 1 reading and math.</p>	<p>PLC groups will utilize knowledge of best practices and plan strategically in the selection of high yield vocabulary instructional strategies in order to implement active student engagement and aid in curricular adjustments when students fail to meet mastery. (please reference evidence-based teaching practices form)</p>	<p>Building level administration will monitor the effectiveness of vocabulary instruction through walkthroughs and data monitoring as a part of the PLC process.</p>	<p>30-60-90 day plan will be monitored and updated quarterly.</p>	<p>\$0</p>

--	--	--	--	--	--

5: Transition readiness Goal

Goal 6: Increase the percentage of 8th grade students who are transition ready for high school in reading from to by the year 2023, as measured by MAP projected performance rating benchmarks.					
<b>Objective</b>	<b>Strategy</b>	<b>Activities to deploy strategy</b>	<b>Measure of Success</b>	<b>Progress Monitoring Date &amp; Notes</b>	<b>Funding</b>

Objective 1 Increase the percentage of 8th grade students who are transition ready for high school in reading from to by the year 2021, as measured by MAP projected performance rating benchmarks.	Implement a system to design, align, and deliver support processes in order to monitor student data and ensure a continuous improvement model for tiered intervention.	Building level administrators will determine if formative assessment results function as effective feedback to students and teachers on a monthly basis within PLCs. Teachers will bring examples of student feedback to PLCs for monitoring purposes.	Building level administration will monitor the effectiveness of ongoing professional learning through walk-throughs and observations, as well as PLC minutes.	30-60-90 day plan will be monitored and updated quarterly.	\$0

6: Growth Goal

Goal 5: Decrease the percentage of students scoring *Novice and Apprentice* in reading from 40.3 to 10.3 and in math from 52.1% to 22.1% by the year 2023, according to state assessment data.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring [Date & Notes]	Funding

Objective 1 Decrease the percentage of students scoring <i>Novice and apprentice</i> in reading from 40.3 to 30.3% and in math from 52.1% to 42.1% by the year 2021, according to state assessment data.	Implement a system to design, align, and deliver support processes in order to accelerate student achievement or support student growth through appropriate academic interventions.	School and district leadership will develop a clearly defined RtI schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.	The percentage of novice scoring students is decreasing.	MAP, CERT, District Learning checks	0