

Bourbon Central Elementary Comprehensive School Improvement Plan (CSIP) 2020-2021

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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. 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 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.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1- Horizon Goal: By May of 2024, Bourbon Central Elementary will increase the proficient/distinguished percentage in reading from 49.2% to 84.4% and in math from 45% to 77% as measured by the state required academic assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020 Bourbon Central Elementary will increase the proficient/distinguished percentage in Reading from 49.2% to 54.6% as measured by state required academic assessment.	Analyze curriculum and program effectiveness through the PLC process, Vertical Alignment Teams, and Leadership meetings. (KCWP 4)	Administrators and teachers will analyze the instructional program effectiveness through weekly PLC meetings, monthly Vertical Alignment Team meetings, and bimonthly Leadership Team meetings where our staff will examine and interpret student achievement data to improve instruction	Student achievement levels will increase as measured by KPREP MAP, and common assessments.	Fall MAP Winter MAP Spring MAP Spring KPREP Fountas and Pinnell Benchmark Systems STAR Reading Lexia District Learning Checks Common assessments	\$10,000 Accelerated Reading, Lexia, IXL, Spelling City, EPIC Reading, MYON Reading KYCL Grant, General Funds
Objective 2: By May 2020 Bourbon Central Elementary will increase the proficient/distinguished percentage in Math from 45% to 50% as measured by state required academic assessment.	Analyze curriculum and program effectiveness through the PLC process, Vertical Alignment Teams, and Leadership meetings. (KCWP 4)	Administrators and teachers will analyze the instructional program effectiveness through weekly PLC meetings, monthly Vertical Alignment Team meetings, and bimonthly Leadership Team meetings where our staff will review student achievement data to determine the best uses of time and resources	Student achievement levels will increase as measured by KPREP, MAP, and common assessments.	Fall MAP Winter MAP Spring MAP Spring KPREP District Learning Checks Common assessments	\$5,000 Reflex Math, Extra Math, IXL General Funds

2: Separate Academic Indicator

Goal 2 Horizon Goal: By May of 2024, Bourbon Central Elementary will increase science PD from 17.2% to 58.6%, social studies PD from 35.2% to 67.6% and writing from 56.8% to 89.2% PD as measured by the state required academic assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May of 2020 Bourbon Central Elementary will increase the PD% in Science from 17.2% to 31.7% as measured by the state required academic assessment.</p>	<p>Develop and implement a systematic approach for designing and delivering high quality science instruction in order to ensure that all students are successful. (KCWP 2)</p>	<p>Through weekly PLC meetings, monthly Vertical Alignment Team meetings, and bimonthly Leadership Team meetings teachers and administrators will review science standards and student achievement data to determine the best uses of time and resources.</p>	<p>Student achievement levels will increase as measured by KPREP and classroom assessments.</p>	<p>K-PREP Classroom assessments</p>	<p>\$0</p>
		<p>Administrators will monitor science curriculum and assessment through PLC process.</p>	<p>Student achievement levels will increase as measured by KPREP and classroom assessments.</p>	<p>K-PREP Classroom assessments</p>	<p>\$0</p>
		<p>Administrators will work with all stakeholders to further support science curriculum implementation by working to provide resources.</p>	<p>Student achievement levels will increase as measured by KPREP and classroom assessments.</p>	<p>K-PREP Classroom assessments</p>	<p>\$1,800- PTO for consumables- \$300 per grade \$900- General Funds- Generation Genius \$ Mystery Science</p>

3: Achievement Gap

Goal 3 Horizon Goal: By May 2024 Bourbon Central Elementary will increase the proficient/distinguished scoring percentage of students qualifying for economically disadvantaged from 41.9% PD to 65.9% in reading and from 39.91% PD to 79% PD as measured by state required academic assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020 Bourbon Central Elementary will increase the proficient/distinguished scoring percentage of students qualifying for economically disadvantaged from 41.9% to 47.9% in reading as measured by state required academic assessment.	Implement support processes for students in the economically disadvantaged student gap group, through RTI, Reading Recovery and Rise Groups. (KCWP.5)	In weekly PLCs, teachers will analyze common assessment data, MAP data, and intervention data disaggregated by gap group. Data analysis will guide curriculum adjustments, planning for individualized instruction, placement in RTI, etc.	GAP group students performing above 80% on common assessments will increase. Percentage of students performing at Proficient and Distinguished levels will increase on MAP and K-PREP	Common Assessment Data MAP K-PREP Fountas and Pinnell Benchmarking System Star Testing- Accelerated Reader Lexia	Reading Interventionists- Title One and Read To Achieve Grant Literacy Supplies-KYCL Grant-
Objective 2: By May 2020 Bourbon Central Elementary will increase the proficient/distinguished scoring percentage of students qualifying for economically disadvantaged from 39.91% to 45.9% in math as measured by state required academic assessment.	Implement support processes for students in the economically disadvantaged student gap group, through RTI, Reading Recovery and Rise Groups. (KCWP.5)	In weekly PLCs, teachers will analyze common assessment data, MAP data, and intervention data disaggregated by gap group. Data analysis will guide curriculum adjustments, planning for individualized instruction, placement in RTI, etc.	GAP group students performing above 80% on common assessments will increase. Percentage of students performing at Proficient and Distinguished levels will increase on MAP and K-PREP	Common Assessment Data MAP K-PREP	Math Interventionists- School Allocations Americorp- 1 full time, 1 part time- ESS

4: Growth

Goal 4 Horizon Goal: By May of 2024, Bourbon Central Elementary will increase the growth indicator score from 59.3% to 80.1% as measured by the state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, Bourbon Central Elementary will increase the growth indicator from 59.3% to 63.5% as measured by the state required academic assessments.	Develop and implement a system for effective RTI designed to ensure systematic growth for all students scoring below proficiency. (KCWP 5)	Monthly RTI meeting will take place with teacher, interventionists, PLC teams, and administrators where all Tier 2 and Tier 3 students are discussed and interventions are evaluated specifically for each student.	MAP percentile score will increase and increased proficiency on KPREP	Fall MAP Winter MAP Spring MAP F&P Assessments Math Assessments	\$0
		Weekly Behavior Team meeting will take place with administrators and counselors to discuss all Tier 2 and Tier 3 behavioral data using Tableaux in IC and behavior charts to formulate next steps for individual students	Decreased behavior incidents in IC for school and bus.	Tableaux and Behavior Data	\$ School Allocation- 2 PT Behavior Coaches
		The school leadership and PBIS teams will edit the current Behavior PBIS Plan for the school, train the staff on the new plan, and analyze data throughout the school year to analyze effectiveness of the new plan.	Decreased behavior incidents and increased proficiency on KPREP	Tableaux and Behavior Data	