Boyle County Middle School Comprehensive School Improvement Plan 2025-2026(CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1

Students with Disabilities

Reading

Boyle County Middle School will increase the percentage of students scoring Proficient or Distinguished on KSA from 22% to 30% in May of 2026

Boyle County Middle School will reduce the number of student scoring in the Novice range on KSA from 40% to 38% in May of 2026

Math

Boyle County Middle School will increase the percentage students scoring Proficient or Distinguished on KSA from 23% to 25% in May of 2026

Boyle County Middle School will reduce the number of student scoring in the Novice range on KSA from 43% to 40% in May of 2026

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data Results

KCWP 1: Design and Deploy Standards

Activities:

Co-Teaching structures using small group instruction for students with disabilities.

Utilization of Learning Lab time to review learning targets, reteach missed content, and revisit prerequisite targets.

Analyze data to identify the students who are Novice, and use IReady to monitor progress toward growth goals.

Focus on SDI instruction in small groups in Co-Teaching classes using CKEC as a resource for training teachers on good SDI structures.

Use daily formative assessment data in systematic review of non mastered targets.

Progress Monitoring:

Individual student monitoring through IEP progress monitoring activities.

Daily Formative assessment tracking and systematic review activities.

Three administrations of IReady Reading and Math Diagnostic test.

Funding:

PD time and activities for Co-Teaching
Purchase of IReady Diagnostic Testing

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Reading: <15% Novice / >70% P/D

Math: <15% Novice / >65% P/D

Objective(s):
Increase the percentage of students scoring proficient or distinguished in math and reading on KSA.

Decrease the percentage of students scoring novice in math and reading on KSA.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data Results

KCWP 1: Design and Deploy Standards

Activities:
Reading and Math teachers participate in Curriculum, formative assessment, and summative assessment alignment activities in PD days, SD days, and in department meetings.

Use IReady diagnostic testing to produce data to inform lesson development, enrichment, and intervention.

Use SOAR time to intervene on learning target intervention.

Utilize Co-teaching and small group instruction for daily learning target intervention, and pre-requisite skill intervention.

Progress Monitoring:
Common Assessment Data

Formative Assessment Data

IReady Diagnostic testing

Funding:
PD funding for common assessment creation, review, revision

PD time and training on effective use of formative assessments

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
Science <15% Novice / >45% P/D

Social Studies <20% Novice >60% P/D

Objective(s):
Click or tap here to enter text.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data Results

KCWP 1: Design and Deploy Standards

Activities:
Teachers will participate in formative assessment, and summative assessment alignment activities on PD days, SD days, and in department meetings.

Teachers will teach students how to use CER strategies across disciplines.

Teachers will input common assessments, and formative assessments into Edulastic to create assessments and questions that match the type and style seen on KSA.

Progress Monitoring:
Common Assessment Results

Formative Assessment Activities

Funding:
PD Time to create, review, and revise common assessments.

PD Time to update formative assessments and use data to inform changes in pacing and units.