

22.23 Bellevue Independent Schools

Comprehensive District Improvement Plan (CDIP)



GRANDVIEW

1: State Assessment Results in reading and mathematics

By 2023, the percentage of students scoring Proficient and Distinguished will be: Reading 57.3 Math 48.3					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022-2023, the percentage of students scoring Proficient and Distinguished will be: Reading 40 Math 30	KCWP 1: Design and Deploy Standards	Essential standards have been identified in reading and math. The work has begun to identify essential standards in the revised KAS and develop success criteria for each standard. We will continue to review and revise learning targets to ensure alignment with the KAS.	Teachers will implement learning targets and assessments that are aligned to the standards. Lesson plans, walkthroughs and pacing guides will provide evidence of rigorous, congruent instruction and assessment. Teachers will collaborate during PLC time to review student work and ensure instruction and assessment alignment to KAS.	<u>January and May 2023</u> Student MAP data will demonstrate growth and increase the percentage of students projected proficient in math and reading.	Title II
		Each Tuesday and Thursday, our teachers and school leaders collaborate during PLC time. These PLCs are used to discuss student formative and summative assessment results and embedded professional development. Our teachers plan instruction according to student performance results and mastery of the learning targets. The teacher includes appropriate	The workshop model for instruction provides the structure for teachers to implement individualized instruction.	Student MAP data will demonstrate growth and increase the percentage of students projected proficient in math and reading.	N/A

By 2023, the percentage of students scoring Proficient and Distinguished will be:
Reading 57.3
Math 48.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards-based learning targets in each lesson.			
		Our students are released early each Wednesday. At this time, our teachers meet for 1 hour for professional development focused on the Workshop Model within the Bellevue Classroom as well as formative assessment strategies and differentiated instruction that is congruent to the standards.	Teachers will implement formative assessment strategies seamlessly in instruction. The formative assessment data will be utilized to plan lessons and differentiate instruction for personalized learning.	Data analysis and student work samples will provide evidence of implementation of formative assessment during the teacher plan time.	N/A

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

In 2023, the percentage of students scoring Proficient and Distinguished will be: On-Demand Writing will be 41.6% Social Studies will be 35.7% Science will be 40.5%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In 2022-2023, the percentage of students scoring Proficient and Distinguished will be: On-Demand Writing 31.8% Social Studies 25.0% Science 30.6%	KCWP 1: Design and Deploy Standards	Intentional schedule revisions in order to provide dedicated time to Science and Social Studies instruction at every grade level. Take dedicated SEL time out of the schedule. The school counselor provides whole-class SEL instruction.	Students will be engaged in Science and Social studies instruction at every grade level.	<u>February, April, September 2023</u> Walkthroughs, lesson plans, informal and formal observations will demonstrate the implementation of standards and learning targets in social studies and science.	N/A
	KCWP 2: Design and Deliver Instruction	Instructional resources aligned to the standards in Social Studies and Science will be used by teachers.	Students will demonstrate knowledge through formative and summative assessment results.	<u>February, April, September 2023</u> Walkthroughs, lesson plans, informal and formal observations will demonstrate the implementation of standards and learning targets in social studies and science.	ESSER for resources
	KCWP 4: Review, Analyze and Apply Data	Our teachers will participate in school-wide Writers’ Workshop professional development. Data and feedback will be used to determine the next steps in instruction. <ul style="list-style-type: none">● Intentional writing block● Coaching cycles continuing for the next two years	Student work samples will demonstrate increased student proficiency in writing.	<u>December, February, September 2023</u> Student writing prompts, work samples, and rubrics will be reviewed and analyzed for the effectiveness of instruction and implementation.	KyCL grant funds

3: Achievement Gap

By 2024, the percentage of students with IEPs scoring Proficient and Distinguished will be: Reading 26.3% Math 17.7%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022-2023 students with IEPs scoring proficient and distinguished will be Reading 20.3% Math 11.7%	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled PLC meetings to review the alignment between standards and learning targets, thinking strategies and assessment measures. <ul style="list-style-type: none">Co-teachingCollaborationProfessional Learning specifically for SpEd Teachers The Director of Special Education provides support to new special education teachers through weekly check-in meetings.	Teachers will implement learning targets and assessments that are aligned to the standards. Lesson plans, walkthroughs, and curriculum maps will provide evidence of rigorous, congruent instruction and assessment. Students will be receiving differentiated instruction each day in reading and math. Students will be able to discuss learning goals and reflect on individual strengths and weaknesses.	<u>January/May 2023</u> Adhere to the walkthrough schedule, providing consistent feedback to teachers. Review student work to ensure alignment to the standards, along with the student data tracker including several measures of formative assessment.	None needed

4: English Learner Progress

By the 26/27 school year, 75 % of students identified as English Learners will reach attainment status on the ACCESS test.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:					

By the 26/27 school year, 75 % of students identified as English Learners will reach attainment status on the ACCESS test.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
In the 22/23 school year, 18.2% of students identified as English Learners will reach attainment on ACCESS testing	KCWP 2: Design and Deliver Instruction	Collaborate with NKCES EL Consultant to provide resources and specially designed instruction to identified students	ACCESS Testing results	Quarterly meetings with district EL Coordinator and EL consultant	Title III and General Funds

5: Quality of School Climate and Safety

By the 26/27 school year, at least 75% of students will agree that students being mean or hurtful to other students is NOT a problem for this school					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the 23/24 school year, less than 50% of students will report they disagree with the following statement, “Students being mean or hurtful to other students is NOT a problem for this school.”	KCWP 6: Establishing Learning Culture and Environment	Leadership team will analyze referral data to determine student needs and necessary interventions	A decrease in negative interactions between students	Weekly	N/A
		SEL push in with counselor in classrooms & common school expectation language	Students and parents can articulate the common school expectation language and its significance	Weekly	General Fund
		Mental health therapist and school counselor continue to implement collaborative peer social groups	A decrease in negative interactions between students	Monthly	GEERS

BELLEVUE MIDDLE/ HIGH SCHOOL

1: State Assessment Results in reading and mathematics

<p>By 2026, the percentage of students scoring proficient and distinguished will be: <i>Middle:</i> Reading – 54 Math – 44 Science - 20 Writing – 54 Social St – 68 <i>High:</i> Reading – 64 Math – 46 Science – 26 Writing – 92</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By the end of the 2023 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students)</p> <p>Middle: Reading - 37 Math - 32 Social Studies - 44 Writing - 37 Science - 14</p> <p>High: Reading - 42 Math - 33 Science - 23 Writing - 56</p>	KCWP 4: Review and Analyze, and Apply PL Data	<p>The staff has identified Essential Standards in each class and are working on formative assessments that align with the standards. Teachers are also redoing summative assessments during embedded PD time. The assessments are aligned and appropriate for the grade level. Teams collaborate to ensure clarity and alignment to standards for assessments during ERDs.</p>	All courses will have a guaranteed and viable curriculum.	May 2023	None
		<p>The Bellevue Classroom provides structure for teachers to focus on the use of thinking strategies and the workshop model to deliver instruction at all grade levels and in all content areas. Administrative teams conduct regularly scheduled learning walks to calibrate expectations for the use of the workshop model as well as embedded use of the language of thinking strategies. (keep this)</p>	Implementation of Thinking Strategies and the Workshop model throughout the building. Learning walks documentation will be kept and immediate feedback will be shared with teachers.	Ongoing	None
		<p>MTSS model implemented so that students receive grade level support</p>	Fewer students requiring Tier II and III	Every 4 weeks	None

By 2026, the percentage of students scoring proficient and distinguished will be:
Middle: Reading – 54 Math – 44 Science - 20 Writing – 54 Social St – 68
High: Reading – 64 Math – 46 Science – 26 Writing – 92

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		as well as remedial work. Tier III students receive additional instructional time in Tier I setting. These courses provide intensive interventions for both Reading and Math. Moving forward, we will work on a schedule change where Tier II and Tier III will have a designated new time.	services in the middle school and high school		
		This year, our efforts will be directed towards developing and maintaining a system where teachers are examining and interpreting formative and summative data to determine priorities for individual student success. through PLCs. Four members of the leadership team attended the RTI @ Work Conference and our work will be based on the learning from the conference (Buffum, Mattos).	School-wide PLC schedule that is being followed with fidelity to provide space and time to analyze and interpret data.	Weekly	None

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

<p>By 2026, the percentage of students scoring proficient and distinguished will be:</p> <p><i>Middle:</i> Social Studies - 59 Writing - 52 Science - 29</p> <p><i>High:</i> Science - 38 Writing - 61</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By the end of the 2023 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students)</p> <p>Middle:</p> <p>Social Studies - 44</p> <p>Writing - 37</p> <p>Science - 14</p> <p>High:</p> <p>Science - 23</p> <p>Writing - 56</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>MTSS model used to have students receive on grade level supports as well as remedial work in Tier II. This year our school has implemented a new framework for delivering individual student interventions and enrichments to increase success. This time is carved out of our daily schedule as 30 minutes each day and we refer to it as “WIN” time. (<i>What I Need</i>)</p> <p>MS: At the middle school level, instruction is focused entirely on reading and math and students are grouped according to their RIT bands on the NWEA benchmark assessment. That RIT band determines the focus standards and grade level text used during instruction.</p> <p>HS: At the high school level, two “priority” days in a row are utilized to provide students with additional support and opportunities for enrichments.</p> <p>Looking towards the 23-24 school year, there will be a master schedule change to reflect a dedicated time for Tier II AND Tier III support.</p>	<p>Increase in student proficiency on grade-level assessments.</p>	<p>Every 6 weeks</p>	<p>Title I funding for math and reading instructional resources.</p>

3: Achievement Gap

By 2026, the percentage of free & reduced lunch students scoring proficient and distinguished will be (doubled from current reality): <i>Middle:</i> Reading – 54 Math – 44 Social Studies – 68 Writing – 54 Science - 20 <i>High:</i> Reading – 64 Math – 46 Science – 26 Writing – 92					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of the 2023 school year, the following scores will be achieved. (add 10 to the current reality - this is roughly 5 students) Middle: Reading - 37 Math - 32 Social Studies - 44 Writing - 37 Science - 14 High: Reading - 42 Math - 33 Science - 23 Writing - 56	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	MTSS model used to have students receive on grade level supports as well as remedial work in Tier II. This year our school has implemented a new framework for delivering individual student interventions and enrichments to increase success. This time is carved out of our daily schedule as 30 minutes each day and we refer to it as “WIN” time. (<i>What I Need</i>) MS: At the middle school level, instruction is focused entirely on reading and math and students are grouped according to their RIT bands on the NWEA benchmark assessment. That RIT band determines the focus standards and grade-level text used during instruction. HS: At the high school level, two “priority” days in a row are utilized to provide students with additional support and opportunities for enrichment. Looking towards the 23-24 school year, there will be a master schedule change to reflect a dedicated time for Tier II AND Tier III support.	Increase in student proficiency on grade-level assessments.	Every 6 weeks	Title I funding for math and reading instructional resources.

4: English Learner Progress

By the 26/27 school year, 75 % of students identified as English Learners will reach attainment status on the ACCESS test.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In the 22/23 school year, 18.2% of students identified as English Learners will reach attainment on ACCESS testing	KCWP 2: Design and Deliver Instruction	Collaborate with NKCES EL Consultant to provide resources and specially designed instruction to identified students	ACCESS Testing results	Quarterly meetings with district EL Coordinator and EL consultant	Title III and General Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
BM/HS - Currently, an 67% of students disagree with the following statement, “Bullying is NOT a problem for this school.”					
By the 25/26 school year, less than 15% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
BM/HS: By the 23/24 school year, less than 50% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”	KCWP 6: Establishing Learning Culture and Environment	Equity audit	A decrease in referrals for bullying	A quarterly review of all referral data	N/A
		SEL push in with counselor in classrooms & common language	Students and parents can articulate the difference between conflict and bullying	Bi-weekly meetings with guidance counselor	General Fund
		Therapy groups with mental health specialist	A decrease in negative interactions between students	Weekly meetings with mental health specialist	GEERS

6: Post Secondary Readiness (high school only)

By the end of 2024, 90% of graduating students will be transition ready as determined by the KY School Report Card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2023, 85 % of graduating students will qualify as transition ready.	KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align and Deliver Support	The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on- one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness.	Students completing their required courses and identifying a next step after graduation	Ongoing	None
		The school counselor meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation AND transition readiness.	Students complete required courses and attain on-grade level status.	Ongoing	None
		For students not qualifying for transition readiness through college or career pathways, our school intentionally plans learning experiences to help prepare them for success on KYOTE and/ or ACT to combat the need for remedial courses upon entering post- secondary institutions.	Students meet benchmarks on KYOTE and/or ACT assessments.	Dec 2022 and March 2023	Instructional Funds

7: Graduation Rate (high school only)

Goal 6 (State your postsecondary goal.): By 2024, the percentage of students that graduate with their four and five year cohort will be 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To have a graduation rate that is at 95% following the four and five-year cohorts at the end of the 2022-2023 school year.	KCWP 5: Design, Align and Deliver Support	The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, works one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness.	Students completing their required courses and identifying a next step after graduation	Ongoing	None
		The school counselor meets with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion.	Students complete required courses and attain on-grade level status.	Ongoing	None
	KCWP 6: Establishing Learning Culture and Environment	Create and maintain an atmosphere of high expectations for all students.	Fewer discipline referrals and higher attendance and achievement.	Admin meetings take place bi-weekly and the administrators discuss holistic data of individual students.	None