

Comprehensive School Improvement Plan (CSIP)

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.

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 Schools, 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.

Please note that the objectives (short-term 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 or not 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 for each required planning component can be found on page 2 of the 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.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - 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
- The required goals for high schools include the following:
 - 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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools 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 Schools. 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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: In three years Bend Gate Elementary will have 55.16% of students proficient or distinguished in reading from 47.0 % in 2022. In three years Bend Gate Elementary will have 53.95% of students proficient or distinguished in math as measured by the KSA assessment. Bend gate will also have 70% of students on or above the 50%tile in reading and math as measured on the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the amount of students proficient and distinguished from 47.0% to 49.72% for the 2022-23 school year on the KSA Assessment. Increase the MAP at the 50%tile for reading from 66% to 68% for the 2022-23 school year.	Design and Deploy Standards All teachers have attended professional development centered on professional learning communities or PLC's. This training seeks to help develop a system of knowing where students are academically to provide them opportunities to be enriched or interventions if needed.	All teachers received specific, school based PLC training prior to the start of the school year.	School and district walk-throughs.	District walkthrough data quarterly Classroom walkthroughs monthly	No funding required
		Teachers continue to receive PLC training throughout the year through their PLC groups as well as from the school leadership team.	PLC implementation guide.	Each marking period	Title I, ESSER funds \$6000
	Design and Deliver Instruction Our schedule reflects a dedicated 120 minute reading block for Tier I instruction. Students in need of Tier 2 services receive that opportunity 3 times a week for an hour with the assistance of two retired teachers that push in to classrooms. Tier III students are pulled for assistance for 30 minutes 5 days a week for reading and math.	Daily small group instruction targeted around skills needed for success that does not interfere with Tier I instruction.	Reduction of % of novice on KSA reading for 2022-23.	Yearly on KSA	No funding required
		Tier III students are pulled daily and progress monitored biweekly in both reading and math. Data is reviewed at weekly data meetings.	Reduction of % of novice on KSA reading for 2022-23.	Weekly intervention meetings will review data	Title I \$40,000
	Design and Deliver Assessment Literacy Each grade level also administers the Fountas and Pinnell Benchmark Assessment System (BAS) three times a year to discover reading behaviors and deficits in order to plan guided reading effectively.	All teachers administer the Fountas and Pinnell Benchmark Assessment to provide specific feedback on students' reading behaviors. This data is used to group students for guided reading. Kindergarten students assess twice a year, first grade students assess four times a year, and all other grade levels test three times each year.	BAS Data showing increase of student levels.	K- twice a year 1 st – four times a year 2 nd -5 th , 3 times a year	No funding required

	The results of the BAS are analyzed during common planning time(s)	BAS data is used to determine student instructional level for both Tier I and Tier II instructional needs.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA reading for 2022-23.	K- twice a year 1 st – four times a year 2 nd -5 th , 3 times a year	No funding required
Objective 2: Increase the number of students proficient or distinguished for Math from 43% to 46.65% for the 2022-23 school year on the KAS Assessment. Increase the the percent of students at or above the 50%tile on MAP from 66% to 68% for the 2022-23 school year.	Design and Deliver Instruction Math-teachers use Math in Focus to address math standards. Each year, grade level teachers from across the district collaborate to ensure this resource is meeting the needs of our standards and students.	District math teams have collaborated to revise the pacing of math lesson in Math in Focus as well as improve the calendar online materials.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Monthly updates	No funding required
		Teachers daily utilize Math in Focus as the curriculum for student instruction. Assessments are monitored to determine student mastery.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Assessments as completed	No funding required
	Design and Deliver Instruction Our schedule reflects a dedicated 120 minute reading block for Tier I instruction. Students in need of Tier 2 services receive that opportunity 3 times a week for an hour with the assistance of two retired teachers that push in to classrooms. Tier III students are pulled for assistance for 30 minutes 5 days a week for reading and math.	Daily small group instruction targeted around skills needed for success that does not interfere with Tier I instruction.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Yearly on KSA	No funding required
		Tier III students pulled daily and progress monitored biweekly in both reading and math. Data reviewed at weekly data meetings.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Weekly intervention meetings will review data	Title I \$40,000
	Design and Deliver Assessment Literacy Our grade level teams are developing common assessments through the PLC process for math. These assessments will be used to identify students needing additional support and those ready to advance.	Essential standards identified by grade level PLC teams to determine what standards are important for students' mastery.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Monitored at weekly team meetings	No funding required
		Essential standards will be deconstructed and common assessments created to determine mastery of standards and what interventions can be provided to support student mastery.	Increase in number of Proficient and Distinguished as well as the reduction of % of novice on KSA math for 2022-23.	Monitored at weekly team meetings	No funding required

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

Goal 2: Bend Gate Elementary will improve the percentage of students scoring proficient or above on state assessments by 2025 as follows:

Social Studies— Increase the percentage of social studies proficient and distinguished KSA scores for Bend Gate Elementary from 41.0% in 2022 to 52.1% in 2025

Science— Increase the percentage of science proficient and distinguished KSA scores for Bend Gate Elementary from 15% in 2022 to 30.36% in 2025

Writing—Increase the percentage of writing proficient and distinguished KSA scores for Bend Gate Elementary from 56.0% in 2022 to 61.28% in 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of social studies P/D KSA scores for Bend Gate Elementary from 41.0% in 2021-2022 to 44.7% in 2022-2023.	Design and Deploy Standards A variety of planning occurs to ensure Social Studies standards are covered K-5.	Fifth grade teachers attended professional development on the new Social Studies curriculum. During this professional learning time, fifth grade teachers across the district had an opportunity to collaborate and develop lessons and assessments to utilize in their classrooms.	An increase in % P/D in the area of Social Studies on the state assessment.	Principal, Instructional Coach	None
		Our new Social Studies curriculum SAVVAS is used to introduce topics and lessons. To support the social studies standards on a deeper level, teachers integrate Social Studies lessons into ELA lessons as well.	An increase in % P/D in the area of Social Studies on the state assessment.	Principal, Assistant Principal, Instructional Coach, Lesson Plans	None
Objective 2 Increase the percentage of science P/D KSA scores for Bend Gate Elementary from 15.0% in 2021-2022 to 15.8% in 2022-2023.	Design and Deploy Standards A variety of planning occurs to ensure Science standards are covered K-5.	Science teachers from each elementary school collaborated to create a district wide “Science Plan” for grades K-5. The plan is divided into four marking periods and follows “Mystery Science” Units.	An increase in % P/D in the area of Social Studies on the state assessment.	District PD Plan	None
		Fourth grade teachers have online access to the TCI “Bring Science Alive” curriculum with lessons and resources. Generation Science was also purchased by the district to provide additional science videos and lesson plans for K-5 teachers.	An increase in % P/D in the area of Social Studies on the state assessment.	Lesson Plans	None
Objective 3 Increase the percentage of writing P/D KSA scores for Bend Gate Elementary from 56.0% in 2021-2022 to 61.2% in 2022-2023.	Design and Deploy Standards A variety of planning occurs to ensure Writing standards are covered K-5.	Fifth grade teachers collaborated to create a school wide “Writing Plan”. This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop quality writers. The plan maps out expectations for both paragraph/On Demand Writing, as well as constructed response (ER and SA).	School Writing Plan	Instructional Coach	None
	Design and Deliver Instruction	K/1 teachers implement explicit writing instruction using the Fountas and Pinnell	Student work samples, lesson plan	Principal, Assistant Principal, Instructional Coach	None

Goal 2: Bend Gate Elementary will improve the percentage of students scoring proficient or above on state assessments by 2025 as follows:					
Social Studies— Increase the percentage of social studies proficient and distinguished KSA scores for Bend Gate Elementary from 41.0% in 2022 to 52.1% in 2025					
Science— Increase the percentage of science proficient and distinguished KSA scores for Bend Gate Elementary from 15% in 2022 to 30.36% in 2025					
Writing—Increase the percentage of writing proficient and distinguished KSA scores for Bend Gate Elementary from 56.0% in 2022 to 61.28% in 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Students are expected to write every day to promote idea development in response to literature and themes.	Writing Mini Lessons. This helps to develop students’ foundational writing skills.			
		Students are participating in “Response to Reading” writing tasks daily. This response to writing could be an interactive writing, shared writing, or independent writing.	Student work samples, lesson plan	Principal, Assistant Principal, Instructional Coach	None

3: 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 (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of Math P/D KSA scores for disability w/ IEP students at Bend Gate Elementary from 13.0% in 2021-2022 to 20.0% in 2022-2023.	Design and Deliver Instruction High quality Tier I instruction is provided to all students with disabilities in all content areas.	Additional full time interventionists hired with ESSER funding in order to intervene earlier and making Tier III groups smaller and more targeted.	Increase in % proficient and distinguished on the 2022-2023 state assessment for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2022-2023 state assessment.	Principal, Assistant Principal	District Esser Funds
		Special Education schedules were re-worked to ensure resource pull out time was scheduled outside of Tier I instruction. This includes all students in grades K-5.	Increase in % proficient and distinguished on the 2022-2023 state assessment for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2022-2023 state assessment.	Principal, Assistant Principal	None
		Teachers will participate in various professional learning workshops throughout the school year with the District Reading Coach and Instructional Coaches.	During school walkthroughs, effective implementation of instructional strategies will be witnessed.	Instructional Coach	None
	Review, Analyze, and Apply Data Data analysis allows opportunities for interventions and redirection of instruction as needed.	Every two weeks, special education teachers progress monitor students on caseload and enter into "Progress Buddy". This data is analyzed bi-weekly to inform instruction. The data is analyzed at the district level monthly.	Increase in % proficient and distinguished on the 2022-2023 state assessment for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2022-2023 state assessment.	Principal, Assistant Principal	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special Education schedules include at least one common planning period each week with the teachers and/or grade levels the special education teachers works with.	Increase in % proficient and distinguished on the 2022-2023 state assessment for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2022-2023 state assessment.	Principal, Assistant Principal	None
	Design, Align, and Deliver Support Support services allow opportunities for special education teachers to improve instruction.	District Special Education meetings are held monthly. During these meetings, strategies are discussed and district initiatives are communicated to teachers in the building.	Increase in % proficient and distinguished on the 2022-2023 state assessment for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2022-2023 state assessment.	District Special Education Team	None
Objective 2 Increase the percentage of reading P/D KSA scores for African American students at Bend Gate Elementary from 36.0% in 2021-2022 to 39.0% in 2022-2023.	Design, Align, and Deliver Support Support services help provide opportunities to our students who need additional assistance.	After-school ESS services are available in the areas of reading and math. Students were invited to participate and stay to work on review of skills, missing work, as well as targeted small group interventions.	Increase in % proficient and distinguished on the 2022-2023 state assessment for African American students. Decrease in the number of African American students scoring novice on the 2022-2023 state assessment.	Assistant Principal	ESS Funds \$5000
	Establishing Learning Culture & Environment Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	Weekly MTSS meetings take place that include a variety of student stakeholders: principal, assistant principal, mental health counselor, special education teacher, guidance counselor, school psychologist, instructional coach, and family resource coordinator. During these meetings, individual students are addressed in a holistic manner (academic and social/behavior).	Increase in % proficient and distinguished on the 2022-2023 state assessment for African American students. Decrease in the number of African American students scoring novice on the 2022-2023 state assessment.	Principal, Assistant Principal	None
		Title I Nights throughout the year provide parents and students opportunities to deepen their knowledge of instructional practices and content. These nights include a Math Night and a Polar Express Reading Night.	Increase in % proficient and distinguished on the 2022-2023 state assessment for African American students. Decrease in the number of African American students	Principal, Title I Coordinator	Title I \$3000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			scoring novice on the 2022-2023 state assessment.		

4: English Learner Progress

Goal 4: In three years Bend Gate Elementary will have 41.49% of ELP students score proficient or above on the WIDA ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The number of student scoring proficient or above on the WIDA ACCESS test will increase from 35.7% for the 2021-22 school year to 37.63% in the 2022-23 school year.	Design and Deliver Instruction High quality Tier I instruction is provided to all students with disabilities in all content areas.	Targeted ELL students will use Imagine Learning 60 minutes a week.	Imagine Learning data reports	ELL Teacher	None
		ELL teachers will use the ELD curriculum during ELL resource time	Formative assessments, Student writing samples	ELL Teacher	None
		ELL instructor and ELL assistant co-teaches with general education teacher during core instruction.	Master schedule, Lesson plans	Principal, Assistant Principal	None
		ELL students may receive guided reading instruction that targets specific needs	Master Schedule, BAS Assessments, Lesson Plans	ELL Teacher, Classroom Teacher, Principal	None
		Targeted ELL students may receive tier III instruction in the areas of reading and/or math	Lesson Plans, Progress Monitoring	Teacher, Interventionists	None

5: Quality of School Climate and Safety

Goal 5: In 3 years Bend Gate will increase the School Climate and Safety indicator from 89.1 to 94.1					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
In 2022-23 Bend Gate will increase the School Climate and Safety indicator from 89.1 to 90.7	Establishing Learning Culture & Environment- Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	Implement SEL programs Second Steps and Sources of Strength through weekly guidance classes to give students quality instruction in SEL.	Lesson Plans, Master Schedule, Guidance and counseling data.	Principal, Assistant Principal, Guidance Counselor.	SBDM
		Development of a district-wide character education program.	Adoption of district-wide program.	Principal	None
	Design and Deliver Assessment Literacy Using assessment data to determine areas of need and growth to increase the quality of the school culture.	The QSCSS will be given to all tested students prior to January 30 th . This information will be utilized to determine the needs and interventions for the 3 rd and 4 th marking periods.	QSCSS Results	Principal, Assistant Principal, Instructional Coach, Guidance Counselor.	None
		For every student, an inventory for school engagement will be given. This will help staff to identify students who are not engaged and then implement interventions	Inventory Results	Principal, Assistant Principal, Instructional Coach, Guidance Counselor.	None