



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools\_09172023\_15:34

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Beechgrove Elementary School**  
**Andrea Krumpelman**  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

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## **2023-2024 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Andrea M. Krumpelman 9/17/23





## 2023-2024 Phase One: Executive Summary for Schools\_09122023\_16:30

2023-2024 Phase One: Executive Summary for Schools

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## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Beechgrove Elementary is located in Independence, Kentucky, servicing approximately 690 students in preschool through fifth grades. We offer full day preschool to approximately 60 students. Our building has had some significant renovations over the past two years, including a new gymnasium addition, new media center in the old gymnasium space, and four new, state of the art classrooms on the second floor. These facility upgrades have provided more learning spaces for our students to learn in a world-class facility. Like our district goals, our goal at Beechgrove is for students to be transition ready and for our students to be at school everyday. Attendance is critical for students to be successful learners.

Beechgrove serves a diverse population of students across socio-economic, racial, and ethnic backgrounds. With over 50% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. Due to the high percentage of students on free/reduced lunch, Beechgrove has been identified as a CEP school and we are able to provide free breakfast and lunch to all students everyday. We continue to be very transient with students coming and going throughout the school year. Our EL population is growing, and currently makes up 8% of our population, most being of Hispanic origin. Beechgrove has three special education district units in our building, two structured teaching units and one multiple/severe disabilities classroom. We are working hard as a school to close learning gaps. Our Family Resource Center provides support in a variety of ways to our Beechgrove families. Food bags, clothing, holiday assistance, and many other resources are provided to those families who need it through our FRYSC. We have now fully implemented 1:1 technology in all grade levels due to our district support in funding chromebooks for all students and laptops for teachers. Teachers utilize the Learning Management Systems of Performance Matters and Schoology. Performance Matters is utilized to administer assessments and to analyze data to develop next steps in instruction. Schoology is used to assign work to students. All of our teachers are highly qualified. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Project Lead the Way, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading and math intervention teachers, instructional assistants, full time school counselor, part time school counselor, two assistant principals and principal. We strive to create learning environments in classrooms to promote 21st century learning that support students academically and socially. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students.

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## School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Beechgrove's SBDM Council is composed of principal, teacher representatives, and parent representatives. The council works together to analyze data and identify the strengths and areas of growth to foster student achievement. The council works collaboratively to develop the school's CSIP. Beechgrove's PTA works together to provide opportunities that will benefit all students. Student celebrations and family engagement activities are planned by the PTA throughout the school year. The Family Resource and Youth Service Center Advisory Council works with the FRYSC coordinator to reduce barriers to learning so that students can be successful at school. Beechgrove Elementary proudly hosts the Born Learning Academy monthly. Born Learning is a series of family workshops to teach families how to prepare children for school by turning everyday moments into learning opportunities. Each month a different topic is presented to parents and dinner is provided to families who register to participate.

## School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove is a Positive Behavior Intervention Support school. Staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order for the learning needs of all students to be met. The school implements a Multi-Tiered System of Supports to meet the needs of all students, starting with Tier 1 in the classroom. Tier 2 and Tier 3 interventions are implemented for students who need additional support. Teachers implement research based programs and strategies that are determined based on student need and analysis of assessment data. The school receives Title I funding to help support students that are not achieving grade level standards. Teachers are analyzing data and making informed decisions about next steps in instruction on a regular basis. Students have the opportunity to connect to others through extra curricular activities outside of the school day including: Art Club, STLP, Academic Team, Running Club, Basketball, Choir, Student Council, and E-Wise. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade and specific gifted identification in the 4th and 5th grade.

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### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

On the MAP assessment, students showed growth from Fall 2022 to Spring 2023 in both Reading and Math. All grade levels had growth in achievement percentile except third grade. In Math, all grade levels had growth in achievement percentile from Fall to Spring, except fifth. The Spring 2023 MAP data showed the following percentages of students at each grade level that met their growth projections in reading: 63% kindergarten, 58% first grade, 68% second grade, 48% 3rd grade, 62% 4th grade, and 54% 5th grade. The Spring 2023 MAP Data showed the following percentages of students at each grade level that met their growth projections in math: 58% kindergarten, 58% 1st grade, 57% 2nd grade, 60% 3rd grade, 64% 4th grade, 29% fifth grade. The Second Step program has been adopted as the schoolwide Tier 1 SEL curriculum. Teachers have begun implementation daily with students. We are a Positive Behavior Intervention Support (PBIS) school. Students are recognized for positive behavior and six student celebrations are incorporated per year to recognize student accomplishments.

An area of improvement continues to be increasing our overall proficiency in reading and math for all students. On district common assessments for the 2022-23 school year, our year end data indicated that in Math, 75.54% of all students scored P/D on common assessments. 42.86% of students with IEPs scored P/D on common assessments. 63.64% of EL students scored P/D on common assessments. In Reading, 69.35% of all students scored P/D on common assessments. 40.48% of students with IEPs scored P/D on common assessments. 65.91% of EL students scored P/D on common assessments.

According to state assessment data, in 2022 41% of students scored proficient/distinguished in Math and 45% of students scored proficient or distinguished in Reading. 2023 KSA data shows that 44% of students scored proficient/distinguished in math, which is a 3% increase from 2022. 2023 KSA data shows that 46% of students scored proficient/distinguished in Reading, which increased by 1% from the year prior. Science is an area that we are continuing to focus on. 2022 KSA data showed 26% of students scoring proficient/distinguished and 2023 data shows only a 2% increase to 28% proficient/distinguished. An area where we saw a huge decline between the 2022 KSA data and the preliminary 2023 data is in Writing. Our percentage of students scoring proficient/distinguished dropped from 58% in 2022 to 19% in 2023. Writing is an immediate need that we are already starting to address. Intentional writing calibration has been built into grade level PLCs following each unit. On Demand scrimmages are being planned throughout the school year. We are also addressing the need for a consistent way in which students are responding to short answer and extended response questions and setting explicit expectations.

Our scores for students with disabilities continue to be an area of focus. In 2022, 13% of students with disabilities scored proficient/distinguished on KSA in math and in 2023 5% of students with disabilities scored proficient/distinguished in math, a

decrease of 8%. In 2022, 11% of students with disabilities scored proficient/distinguished on KSA in reading and data for 2023 shows that 13% of students with disabilities scored proficient/distinguished in reading, an increase of 2%. EL students also showed significant gains from 2022 to preliminary data from 2023. In Reading, 6% of EL students scored proficient/distinguished in 2022, while 2023 data shows 36% proficient/distinguished. In Math, 24% of EL students scored proficient/distinguished in 2022, while 2023 data shows 40% proficient/distinguished.

There is a discrepancy between our common assessment data and KSA data. Our common assessment data is much higher than our KSA proficiency data. Staff are analyzing data sets to determine what the root causes are of why common assessment scores are higher than KSA.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In the 2022-23 school year, Beechgrove Elementary was identified as a TSI school in the disability category due to this subgroup of students underperforming all students. Intentional training and work around effective co-teaching models was immediately implemented. Intentional instructional planning occurs between the special education teacher and general education teacher to ensure that instructional needs are being met, effective co-teaching models are being utilized, and rigor in instruction is occurring to the level of the standards. Staff have been clearly trained on the effective co-teaching models and continue to make gains in this area. Our special education team meets weekly in PLCs and meets monthly for a data dig to correlate progress on IEP goals to progress on classroom assessments. The results of this work are evident in our preliminary 2023 KSA data and this will be an area that we continue to emphasize and grow in. Beechgrove is committed to providing a world-class education for all students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_09262023\_19:17

2023-2024 Phase One: School Safety Report

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## 2023-2024 Phase One: School Safety Report

### School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If the answer is "no", please explain in the comment box.*

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

*Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.*

Yes 7/20/23

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes 8/10/23

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

*If the answer is "no", please explain in the comment box.*

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2023-2024 Phase Two: The Needs Assessment for Schools\_10142023\_10:10

2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary. During weekly PLC meetings, common assessment data is reviewed with teachers. The data is analyzed to determine next steps in instruction for students and identify where there are gaps in understanding of the standards. Other data sources that are analyzed include MAP data and KSA data. As part of the analysis of common assessment data, teachers breakdown the percentage of proficient/distinguished for each standard measured on the assessment. For those students who have not yet mastered the standards, teachers identify ways to spiral back and reteach content. Through collegial conversations, teachers are able to share instructional strategies and a plan of action for students. When KSA data is released in the fall, the data is analyzed as a school and with specific grade levels. Teachers triangulate this data with other classroom data sets to determine next steps in instruction for students and to set goals with students to promote growth and achievement.



The MTSS team consists of principal, assistant principals, counselor, academic interventionists, KTP social worker, and school psychologist. The MTSS core team meets weekly to discuss students receiving Tier 2 and Tier 3 academic and/or SEB interventions. Progress is monitored weekly on intervention goals by the interventionist who is leading the intervention group. During these meetings, requests for student support referrals are reviewed to determine if students need an additional level of support beyond Tier 1 in the classroom. Every 8 weeks Tier 2 and Tier 3 intervention data is reviewed. During the progress check meetings, the MTSS core team meets with all stakeholders who work with individual students (classroom teachers, interventionists) to determine whether students are making adequate progress, need additional support, or are ready to exit an intervention.

In addition to the MTSS team, the Reducing Barriers to Learning (RBTL) team meets weekly. This team includes the principal, assistant principals, counselor, attendance secretary, FRYSC coordinator, and District Reducing Barriers to Learning Interventionist. The team reviews attendance data and student concerns. The FRYSC coordinator and RBTL interventionist do home visits as needed to follow up with families on attendance and on specific needs.

The SBDM council consists of three teacher representatives, two parent representatives, and the principal. The council meets monthly and student achievement and data review is part of every agenda. The council analyzes a variety of data sets to assist with instructional planning and with staffing allocations.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

To focus on increasing reading and math proficiency, teachers reviewed and analyzed data to design and deliver instruction. Even with this as a large focus, reading proficiency increased slightly from 45% in 2022 to 46% in 2023 of students scoring proficient/distinguished. While we increased, we didn't meet our objective of increasing to 51% proficient/distinguished. Math proficiency increased from 41% proficient/distinguished in 2022 to 44% in 2023. While we did increase in proficiency, we were just short of reaching our objective of increasing to 46%. Last year we focused on monthly learning walks to provide feedback on the cycle of quality instruction in all teachers' classrooms. Learning walk data was shared with staff through faculty meetings and through the memo to analyze the trend data. Weekly PLCs focused on reviewing assessment data in Performance Matters and discussing next steps in instruction. We will continue in the 2023-2024 school year to focus on increasing reading and math proficiency. A strong focus on Tier 1 instruction will occur to ensure that standards are being taught effectively and adequate resources to teach to the rigor of the standards with grade level vertical alignment are present. The implementation of our new ELA curriculum resource Amplify CKLA this year will focus on building on skills and knowledge from one grade level to the next, with rich vocabulary, engaging content, and rigor to teach to the level of the standard.

Our writing proficiency scores decreased significantly. In 2022, 58% of our students scored proficient/distinguished, while in 2023, only 18% scored proficient/distinguished. To increase writing proficiency, an intense focus is being placed on writing instruction and processes for the 23-24 school year. Writing calibration is planned for each grade level throughout the school year to ensure that all teachers are calibrated on scoring writing and effective writing instruction. An intentional focus on writing nonnegotiables and format to answer short answer and extended responses is being implemented schoolwide. To increase science proficiency, teachers reviewed, analyzed and applied data to design and deliver instruction. Science proficiency increased only slightly from 26% in 2022 to 27% in 2023. We did not meet our objective of 33%. A focus on Tier I science instruction and resources to teach to the standards will be focused on for the 2023-24 school year to increase proficiency in science, as well as doing deeper assessment analysis throughout the year to identify gaps in learning.

To increase reading and math proficiency of students with disabilities, we intentionally implemented our TSI plan. Teachers continuously reviewed and analyzed data to design and deliver instruction based on the standards. An intentional focus on effective co-teaching strategies and collaborative planning was implemented during the 22-23 school year. Reading proficiency for students with disabilities increased from 11.1% proficient/distinguished in 2022 to 13% in 2023. Math proficiency for students with disabilities decreased from 13% proficient/distinguished in 2022 to 5% in 2023. We were just shy of our objective in reading by 2%, as our goal was 15% proficient/distinguished. We did not meet our objective in math of 17% proficient/distinguished. We will continue in the 2023-2024 school year to focus on increasing reading and math proficiency of students with disabilities through intentional differentiation of instruction, analysis of both classroom level data and IEP progress data, intentional planning, and effective co-teaching in the Tier 1 setting.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our data trends from the past two academic years continue to indicate a need and effort in the areas of both reading and math. In 2022, our overall reading proficiency was 45%, which is an increase from 2021. In 2021, our overall reading proficiency was 42.1%. In 2023, our reading proficiency remained the same as 2022 at 45%. While our reading scores are slowly moving upward, reading achievement continues to be a focus area. In 2022, our overall math proficiency was 41% which is a slight increase from 2021 when math proficiency was at 40.6%. In 2023, we saw an increase in math proficiency scores to 45%. While we are seeing small positive gains

in the area of math achievement, it will continue to remain an area of focus. A highly significant area of improvement is our writing scores. In 2021, our writing proficiency scores were at 47.4% and then in 2022 the writing proficiency score climbed to 58%. In 2023, we saw a large decline in proficiency scores to 18%. To address this need, a writing plan has been put into place for writing calibration for each grade level throughout the year, a consistent answering method for short answer and extended response questions, and nonnegotiables in each grade level for writing. In 2021, our math proficiency for students with disabilities was 11.1% and then in 2022 increased to 13%. However, in 2023 our math proficiency for students with disabilities decreased to 5%. In 2021, our reading proficiency scores for students with disabilities was 11.1% and 11% in 2022. In 2023, reading proficiency for students with disabilities rose to 13%. In terms of behavior, in 2022 the number of behavior referrals by the end of October was 108 and in 2023 that number has decreased to 77 behavior referrals. Training in restorative practices has occurred and strategies are being implemented.

#### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

##### Current Academic State:

44% of students scored proficient/distinguished on KSA in Math.

5% of students with disabilities scored proficient/distinguished on KSA in Math.

46% of students scored proficient/distinguished on KSA in Reading.

13% of students with disabilities scored proficient/distinguished on KSA in Reading.

37% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math. 37% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading.

### 19% of students scored proficient/distinguished on KSA in Writing

The number of behavior referrals in August/September from the 22-23 school year has decreased in August/September 23-24 by 35%.

### Non-Academic Current State

2022 Survey results indicate that 96.1% of students believe that all teachers make them feel welcome in their class.

2022 Survey results indicate that 98% of students believe that Beechgrove is a caring place.

The Impact Survey from 2022 indicates that 90% of the staff believe that the school leaders have the best interest of the school in mind. In addition, 93% of staff believe that school leaders are effective at developing rules for students that facilitate their learning.

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

82% of 5th grade students scored below proficiency in Writing on KSA.

69% of 4th grade students scored below proficiency in Math on KSA.

80% of all students in the disability gap group scored below proficiency in Reading on KSA.

81% of all students in the disability gap group scored below proficiency in Math on KSA.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of



58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

52% of all students in third grade scored proficient or distinguished in math on the KSA assessment. 51% of all students in third grade scored proficient or distinguished in reading on the KSA assessment.

98% of students feel adults from our school work hard to make sure students are safe.

95.4% of students feel that when they need help with schoolwork they can ask a teacher.

### Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

**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**

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the **Key Elements Template**.

- b. Upload your completed template in the attachment area directly below.

### **ATTACHMENTS**

#### **Attachment Name**



Beechgrove KCWP Template 23-24

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.


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The KCWP 2: Design and Deliver Instruction will be a large focus this year. We will be working on implementation of our new ELA curriculum resource, Amplify CKLA. The desired outcome is to have a consistent program in our school that builds from grade level to grade level focused on the standards to effectively teach students how to read and to focus on the five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Another area of focus is in writing. Writing calibration with grade levels on writing pieces is scheduled throughout the school year based on curriculum timelines. A schoolwide short answer/extended response strategy is being implemented, along with writing nonnegotiables.

Strong Tier 1 instruction is our goal. Instructional walks are done in each classroom monthly by the administrative team to monitor and give feedback on instruction. The team calibrates feedback and plans for next steps in professional learning based on instructional walk data.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beechgrove KCWP Template 23-24		• 7

## Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	<ul style="list-style-type: none"> <li>- PLC meetings are held weekly. Meetings focus on analyzing common assessments and weekly assessments and planning next steps in instruction for students.</li> <li>-Assessment data is analyzed through the use of Performance Matters.</li> <li>- Faculty meetings and PLC meetings focused on job embedded professional learning utilizing resources from the KCSD Professional Learning landing page based on needs. Topics to include: backward design to plan, intentional work with standards, development of weekly assessments, and data analysis.</li> </ul>
<b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	<ul style="list-style-type: none"> <li>- The Multi-Tiered System of Supports (MTSS) is in place to support Tier 1, Tier 2, and Tier 3 instruction.</li> <li>- Implementation of rigorous ELA curriculum resource, Amplify CKLA at each grade level.</li> <li>-Instructional walks are done in each classroom monthly by the administrative team to monitor and give feedback on instruction. The team calibrates feedback and plans for next steps in professional learning based on instructional walk data.</li> </ul>
<b>KCWP 3: Design and Deliver Assessment Literacy</b>	Yes	<ul style="list-style-type: none"> <li>- Formative weekly assessments and common assessments are implemented and data recorded in Performance Matters.</li> </ul>



## Key Elements of the Teaching and Learning Environment – School

Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		<ul style="list-style-type: none"> <li>- CKLA literacy assessments in skills and knowledge are utilized to assess student mastery of standards. Data is recorded in the school and district literacy dashboard.</li> <li>- Reading Inventory diagnostic is given twice per year in grades K-5 to measure student reading levels.</li> <li>-MAP assessment is the universal screener given twice per year in Reading and Math to measure student growth and achievement.</li> </ul>
<b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	<ul style="list-style-type: none"> <li>- Weekly Special Education PLC meetings to analyze progress toward IEP goals and relate to progress on grade level content through common assessment data.</li> <li>- Analyze assessment data in PLC meetings to determine next steps in instruction.</li> </ul>
<b>KCWP 5: Design, Align and Deliver Support</b> Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	<ul style="list-style-type: none"> <li>- Classroom assessment data is monitored and analyzed at PLC meetings. Common assessment data is kept in the Learning Management System (Performance Matters) and weekly assessment data is in the school grade level dashboard.</li> <li>- MTSS progress monitoring data for students in Tier 2 and Tier 3 interventions is analyzed and progress determined by MTSS core team.</li> <li>- Special education progress data is monitored and analyzed at weekly meetings.</li> </ul>
<b>KCWP 6: Establishing Learning Culture and Environment</b> Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	<ul style="list-style-type: none"> <li>- Born Learning and community engagement opportunities for families.</li> <li>- PTA Family Engagement Activities</li> <li>- A variety of extra-curricular activities offered to students.</li> <li>- PBIS implementation and positive behavior rewards provided to students.</li> <li>- Recognition of students for academic achievement.</li> <li>- Family Literacy Night</li> <li>- Monthly Student Awards</li> </ul>



2023-2024 Phase Two: School Assurances\_10142023\_09:57

2023-2024 Phase Two: School Assurances

**Beechgrove Elementary School**  
**Andrea Krumpelman**  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

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## 2023-24 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

**Title I Schoolwide Programs**

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a



comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS****Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

**Schools Identified for Targeted Support and Improvement**

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2023-2024 Phase Three: Comprehensive School Improvement Plan\_11212023\_08:43

2023-2024 Phase Three: Comprehensive School Improvement Plan

**Beechgrove Elementary School**  
**Andrea Krumpelman**  
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## 2023-24 Phase Three: Comprehensive School Improvement Plan

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, 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 used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

- **b. Upload your completed template in the attachment area directly below.**

## **ATTACHMENTS**

### **Attachment Name**

-  Beechgrove Comprehensive Improvement Plan 23-24
-  Beechgrove Evidence Compliance Chart 23-24



Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

The following strategies will be utilized to address the needs as outlined in the Needs Assessment:

- PLC meetings are held weekly. Meetings focus on analyzing common assessments and weekly assessments and planning next steps in instruction for students.
- Instructional walks are done in each classroom monthly by the administrative team to monitor and give feedback on instruction. The team calibrates feedback and plans for next steps in professional learning based on instructional walk data.
- Weekly Special Education PLC meetings to analyze progress toward IEP goals and relate to progress on grade level content through common assessment data.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beechgrove Comprehensive Improvement Plan 23-24		.
 Beechgrove Evidence Compliance Chart 23-24		.



## 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

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- 81% of 5<sup>th</sup> grade students scored below proficiency in Writing on KSA.
- 13% of students with disabilities scored proficient/distinguished in Reading on KSA.
- 5% of students with disabilities scored proficient/distinguished in Math on KSA.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- PLC meetings are held weekly. Meetings focus on analyzing common assessments and weekly assessments and planning next steps in instruction for students.
- Instructional walks are done in each classroom monthly by the administrative team to monitor and give feedback on instruction. The team calibrates feedback and plans for next steps in professional learning based on instructional walk data.
- Weekly Special Education PLC meetings to analyze progress toward IEP goals and relate to progress on grade level content through common assessment data.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	62.4	+2.6
State Assessment Results in science, social studies and writing	49.6	-15.4
English Learner Progress	70.3	+20.9
Quality of School Climate and Safety	73.7	-0.7

## 1: State Assessment Results in Reading and Mathematics

Goal 1 Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in reading from 46% in 2022 to 70% in 2027 as measured by the school report card. Beechgrove will increase the percentage of students scoring proficient/distinguished in math from 41% in 2022 to 65% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase our percentage of students scoring proficient/distinguished in reading from 46% in 2023 to 52% in 2024 as measured by the school report card.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>- Intentional learning walks by the administrative team in reading and math to monitor instruction and provide feedback around the cycle of quality instruction. Ensure that all are calibrated in instructional feedback and utilize the feedback to plan differentiated professional learning for teachers.</p> <p>- Implementation of the new Amplify CKLA ELA instructional resource focused on the Science of Reading. Utilize the Amplify CKLA fidelity markers for grades K-2 and 3-5 to give feedback on implementation of the new ELA resource.</p> <p>- Provide opportunities with our literacy leaders to lead PLCs with grade level teams to assist with questions and support for implementation of the new program. Provide opportunities for teachers to observe other classrooms within the building and in other schools to gain perspective and new ideas for classroom instruction.</p> <p>- Through the use of Performance Matters, analyze reading and math assessment data to name and claim students to guide next steps in instruction.</p>	<p>- Amplify CKLA Assessments</p> <p>- Common Assessments</p> <p>- MAP Scores</p> <p>- KSA Data</p>	<p>- Instructional walk data tool showing percentage of feedback that is reinforced/recommended in each element of the cycle of quality instruction.</p> <p>- Analysis of math and reading data through Performance Matters and the ELA Data Dashboard.</p>	\$0
<p>Objective 2 To increase our percentage of students scoring proficient/distinguished in math from 44% in 2023 to 49% in 2024 as measured by the school report card.</p>					



## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in Writing from 19% in 2023 to 81% in 2028 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase our percentage of students scoring proficient/distinguished in writing from 19% in 2023 to 35% in 2024 as measured by the school report card.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> <li>- To increase achievement in writing, we have implemented a consistent strategy for all grade levels when answering short answer/extended response questions. The use of this strategy will affect all content areas and create consistency across all grade levels.</li> <li>- Intentional writing reviews throughout the year are being implemented to calibrate scoring and identify strengths and areas of growth to guide next steps in writing instruction. All grade levels are using a consistent strategy to organize ideas for On Demand writing in alignment with our writing policy. The writing policy outlines the expectations for each grade level to build from year to year to create consistency and strengthen student writing as they progress each year.</li> <li>- Schoolwide on demand writing prompts are being held monthly.</li> <li>- Writing non-negotiables at each grade level. All students are held to the writing expectations. Writing expectations will affect not only writing, but all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing piece reviews</li> <li>- On Demand Writing Pieces</li> </ul>	<ul style="list-style-type: none"> <li>- Grade level writing calibration.</li> <li>- Scored On Demand writing pieces.</li> </ul>	

### 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 To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 13% in 2023 to 18% in 2024 as measured by the school report card.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> <li>- Targeted Instructional Walks in Collaborative Classrooms to observe implementation of co-teaching and provide feedback based on the cycle of quality instruction.</li> <li>- Targeted Instructional Walks in Resource Classrooms to observe instruction and implementation of specially designed instruction and provide feedback based on the cycle of quality instruction.</li> <li>- Both regular education and special education teachers meet weekly to develop intentional co-teaching lesson plans, utilizing effective co-teaching models and designed to the rigor of the standard.</li> <li>- Both regular education and special education teachers analyze data in Performance Matters and ELA data, using systems to analyze the data and to name and claim students to provide needs-based instruction to close instructional gaps on specific skills.</li> </ul>	<ul style="list-style-type: none"> <li>- IEP goal and objective progress data</li> <li>- Weekly formative assessment data</li> <li>- MAP assessment data</li> <li>- Common assessment data</li> <li>- KSA data</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional walk data tool shows percentage of feedback that is reinforced/recommended in each element of the cycle of quality instruction.</li> <li>- Special Education School Data Dashboard</li> <li>- Analysis of math and reading data through Performance Matters and the ELA Data Dashboard.</li> <li>- Lesson Plans</li> </ul>	\$0
Objective 2 To increase the percentage of students with disabilities scoring proficient/distinguished in math from 5% in 2022 to 17% in 2024 as measured by the school report card.					

#### 4: English Learner Progress

Goal 4 Beechgrove Elementary will increase the overall EL progress indicator score from 91.2 in 2023 to 95 in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Beechgrove Elementary will increase the overall EL progress indicator score from 91.2 in 2023 to 92 in 2024 as measured by the school report card.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> <li>- Utilize EL scaffolding toolkit to give teachers strategies to scaffold and differentiate instruction for EL learners.</li> <li>- Collaborate with EL teacher to analyze data through MTSS core team to ensure that EL learners are receiving needs based instruction or Tier 2/Tier 3 supports based on individual needs.</li> <li>- Collaborate with EL teacher to ensure that we are providing the most effective and appropriate instructional strategies to EL students during Tier I instruction to promote growth in each content area.</li> </ul>	<ul style="list-style-type: none"> <li>- Common Assessments</li> <li>- ACCESS testing</li> </ul>	<ul style="list-style-type: none"> <li>- EL Progress monitoring</li> <li>- Analysis of math and reading data through Performance Matters and the ELA Data Dashboard.</li> </ul>	\$0

## 5: Quality of School Climate and Safety

Goal 5 Beechgrove Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school from 49% in 2022 to 25% in 2027 as measured by the Quality of School Climate and Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Beechgrove Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school from 41% in 2023 to 37% in 2024 as measured by the Quality of School Climate and Safety survey.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> <li>- Continued professional learning and implementation of Restorative Practices at all levels following each district administration professional learning opportunity at district leadership meetings.</li> <li>- Social media presentation at the fifth grade about online safety.</li> </ul>	- Quality of School Climate and Safety Survey	<ul style="list-style-type: none"> <li>- SEB Data for Tier II and Tier III interventions</li> <li>- District SEB Data Dashboard</li> <li>- Discipline Referrals</li> </ul>	

6: Impact Survey Goal

Goal 8 By 2026, Beechgrove Elementary will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 54% in 2022 to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase valuable professional development opportunities from 54% in 2022 to 60% in 2024.	KCWP 5: Design, Align, Deliver Support Processes KCWP	<ul style="list-style-type: none"><li>- Survey staff on professional development needs.</li><li>- Differentiated faculty meetings with multiple professional learning sessions offered to meet the needs of individual teachers for professional growth.</li><li>- Utilize district professional learning landing page to share specific strategies with teachers based on individual needs.</li></ul>	2024 Kentucky Impact Survey Results	<ul style="list-style-type: none"><li>- Kentucky Impact Survey Results</li><li>- Professional learning feedback forms</li></ul>	\$0

### Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).



## Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

### Components of Turnaround Leadership Development and Support:

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:** The school administration team completes monthly classroom walks together to ensure calibration of each member of the team. The walk feedback is consistent from all administrators on the cycle of quality instruction. Administration provides professional development on the various elements of the cycle to build teacher capacity to strengthen all tiers of instruction and maximize learning for all students.

In addition, the school administration team is calibrated on effective co-teaching to train and build capacity of the general education and special education staff. School administrators facilitate planning days to enhance and intentionally plan engaging tasks, individual products, and anticipate misconceptions to easily adjust instruction with the general education and special education teachers.

School leadership, general education teachers, and special education teachers conduct data digs at weekly PLCs to correlate progress on IEP goals and objectives to progress on grade level common assessments and ELA Amplify assessments utilizing Performance Matters and the ELA data dashboard. During this time, the grade level team and special education teacher name and claim each student. This allows a plan of action or next steps to be determined for students that have a standard deficit. The administrative team monitors: special education schedules, progress data, compliance reviews, and reviews progress reports and provides feedback. The administrative team conducts intentional instructional walks in collaborative and resource settings to monitor quality and rigor of instruction.

### Identification of Critical Resources Inequities:

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:** Last year, instructional resources were identified as an inequity. This year, Beechgrove Elementary uses AMPLIFY CKLA as a reading curriculum and does not follow a math program. All students are utilizing Amplify Boost reading and eSpark math this school year to enhance student achievement. Over 80% of students with disabilities participate in a collaborative Tier I classroom. Training was provided for both general education teachers and special educators on implementing the Amplify CKLA, Boost Reading, and eSpark math programs with fidelity in the Tier I classroom and using the resources as specially designed instruction in the resource and collaborative settings. Students with disabilities each have a very intentional and individualized learning path in Boost and eSpark.

Beechgrove Elementary is allocated special education teachers and special education instructional assistants based on the number of special education students who are enrolled in our school. The administrative team determines the staffing plan, master school schedule, and teacher caseloads based on the number of students with disabilities at each grade level. The staffing plan is approved through SBDM council. Special education teachers collaborate with school administration and input from special education consultants to determine that schedules fulfill all legal IEP service minutes in both the collaborative and resource settings.

### Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:** The School Action plan is reviewed weekly with the Leadership Team, LEAD Teachers, and is a standing link in the weekly memo for all staff. These data sets include: common Formative/Summative Assessment data for all students, as well as students with disabilities, SEB referrals, SPED compliance data, progress on IEP goals, and learning walk data. This review will allow for action steps to be developed in real time and address specific plans for students with disabilities and train/equip staff to address those needs. For example, this school year behavior referrals for students with disabilities is 21 office referrals and 1 out of school suspension which is significantly less than the year prior due to the implementation of restorative practices.

### Targeted Subgroups and Evidence-Based Interventions:

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

**Response:** The primary area of need based on the Kentucky Summative Assessment is students with disabilities are underperforming. On the Spring 2023 KSA, only 13% of students with disabilities scored proficient/distinguished in reading and 5% of students with disabilities scored proficient/distinguished in math. Beechgrove Elementary will implement three strategies to improve student achievement for students with disabilities:

1. Amplify Boost is an evidence-based practice being utilized to specifically target the subgroup of students with disabilities in the area of reading. Amplify Boost individualizes the learning path for students to target specific skill deficits that are directly correlated to the Kentucky Academic Standards. Progress data in the program will be monitored to determine if individual students are mastering skills and closing achievement gaps.
2. eSpark is an evidence-based practice being utilized to specifically target the subgroup of students with disabilities in the area of math. eSpark individualizes the learning path for students to target specific skill deficits that are directly correlated to the Kentucky Academic math standards. Progress data in the program will be monitored to determine if individual students are mastering skills and closing achievement gaps.
3. Co-teaching as the evidence-based practice to specifically target the subgroup of students with disabilities. The effectiveness of co-teaching will be monitored through student common assessment proficiency on grade level standards, as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence-based practice. It will also be evaluated by using walk data and feedback. Beechgrove will schedule students with disabilities into co-teaching classrooms for Reading/Math to ensure they receive this evidence-based intervention. Targeted Learning Walks will be conducted in these classrooms to identify proficient practices and areas of growth based on a rubric of High-Quality Collaborative Classrooms. This data will be quantified to develop professional learning for staff and close gaps in practice. Along with learning walks, Common Assessment data will be used to progress monitor the effectiveness of this intervention with a specific focus on students with disabilities.

**Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**



### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

Evidence-based Activity	Evidence Citation	Uploade d in CIP
Strengthen Co-teaching model with intentional collaboration with general and special education teachers across all grade levels.	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. The Journal of Special Education Apprenticeship, 2(2), 1-17.	<input checked="" type="checkbox"/>
Students will engage in ESpark Math, a differentiated program that is standards aligned and adaptive to students' needs. It meets all ESSA requirements for evidence-based interventions.	Espark Contributor (2022). The 7 Key Elements of eSpark's Theory of Learning. <a href="https://www.esparklearning.com/blog/the-7-key-elements-of-esparks-theory-of-learning">https://www.esparklearning.com/blog/the-7-key-elements-of-esparks-theory-of-learning</a> , 1-7.	<input checked="" type="checkbox"/>
Students will engage in Boost Reading, a reading acceleration program for grades K–5 that leverages the power of compelling storytelling to engage students in personalized reading instruction and practice.	Zoski, J., Newton S., Toyama, Y. (2023). Closing the literacy gap for students in K–5: Boost Reading drives significant positive student outcomes in the 2020–21 school year. <a href="http://www.amplify.com">www.amplify.com</a> , 1-19.	<input checked="" type="checkbox"/>

**Challenge:** Students with disabilities need effective coteaching in the general education setting.

**Evidence Citation:** Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. The Journal of Special Education Apprenticeship, 2(2), 1-17.

**Study Discussion:** The intent of the study was to document the changes in each of these subsystems resulting from the implementation of co-teaching and to provide educators with strategies to implement co-teaching in a seamless and effective manner. Unanticipated challenges included scheduling, teacher work ethic, personality compatibility, classroom composition, and time.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
Intervention will include: <ul style="list-style-type: none"><li>● Intentional planning opportunities for general education and special education teachers to utilize the standards to plan for coteaching in the classroom.</li><li>● Observations in collaborative classrooms to provide feedback on implementation of coteaching lesson plans.</li></ul>	Lesson Plans  Instructional Walk Feedback  Assessment data monitoring	Increase teacher effectiveness in coteaching in the classroom  Decrease the number of students with disabilities scoring novice on Kentucky Summative Assessment (KSA)  Exit TSI Status	Increase in the number of students with disabilities scoring proficient on KSA in Math and Reading		Lesson Plans  ELA and Math Assessments  Grades in Reading and Math classes  IEP progress monitoring  KSA Math and Reading scores

**Challenge:** Students with disabilities need specific intervention to increase their achievement in math.

**Evidence Citation:** Espark Contributor (2022). The 7 Key Elements of eSpark's Theory of Learning. <https://www.esparklearning.com/blog/the-7-key-elements-of-espark-theory-of-learning>, 1-7.

**Estimated Evidence Level:** Quasiexperimental Study Level II

**Study Discussion:** eSpark's Theory of Learning is grounded in seven research-based elements – teaching practices or curriculum design elements – that are directly linked to student learning outcomes. These elements are: differentiation, adaptivity, student engagement, direct instruction, practice, formative assessment with immediate feedback and student explanation of learning.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
Intervention will include practice that: <ul style="list-style-type: none"><li>● Build students' math understanding and close instructional gaps</li><li>● Differentiated by student and adaptive to allow for growth</li><li>● 60 minutes per week</li></ul>	12-15 students with disabilities per group/per teacher  Individualized instruction to address standard gaps with specific paths created and using this program to see if recouping skill deficits  20 minutes at least 3x/week for morning work  In addition, an extended learning time will be offered before school for this program	Increase teacher awareness of skill gaps  Decrease the number of students with disabilities scoring novice on Kentucky Summative Assessment (KSA)  Exit TSI Status	Increase in the number of students with disabilities scoring proficient on KSA Math		eSpark software progress  Math Common Assessments  Grades in Math classes  KSA Math

**Challenge:** Students with disabilities need specific intervention to increase their achievement in reading.

**Evidence Citation:** Zoski, J., Newton S., Toyama, Y. (2023). Closing the literacy gap for students in K–5: Boost Reading drives significant positive student outcomes in the 2020–21 school year. [www.amplify.com](http://www.amplify.com), 1-19.

**Estimated Evidence Level:** Quasiexperimental Study Level II

**Study Discussion:** Boost Reading is a reading acceleration program for grades K–5 that leverages the power of compelling storytelling to engage students in personalized reading instruction and practice. This study explores the effectiveness of the program for students in kindergarten through fifth grade.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
<p>Intervention will include practice that:</p> <ul style="list-style-type: none"> <li>● Build students' literacy skills and close instructional gaps</li> <li>● Differentiated by student and adaptive to allow for growth</li> <li>● Supplement to the core reading program Amplify</li> <li>● 30-45 minutes per week</li> </ul>	<p>12-15 students with disabilities per group/per teacher</p> <p>Individualized instruction to address standard gaps with specific paths created and using this program to see if recouping skill deficits</p> <p>20 minutes at least 2x/week for morning work</p> <p>In addition, an extended learning time will be offered before school for this program</p>	<p>Increase teacher awareness of skill gaps and close skill gaps</p> <p>Decrease the number of students with disabilities scoring novice on Kentucky Summative Assessment (KSA)</p> <p>Exit TSI Status</p>	<p>Increase in the number of students with disabilities scoring proficient on KSA Reading</p>		<p>Boost Reading software progress</p> <p>Amplify CKLA ELA Assessments</p> <p>Grades in ELA classes</p> <p>KSA Reading</p>