



## 2024-2025 Phase One: Continuous Improvement Diagnostic for Schools\_09112024\_08:40

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

**Beechgrove Elementary School**  
**Kristie Cahill**  
1029 Bristow Rd  
Independence, Kentucky, 41051  
United States of America

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## **2024-2025 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 2024-2025 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.***

***I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).***

Please enter your name and date below to certify.  
Kristina Cahill, 09/11/24



## 2024-2025 Phase One: Executive Summary for Schools\_09112024\_08:41

2024-2025 Phase One: Executive Summary for Schools

**Beechgrove Elementary School**  
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## 2024-2025 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 650 students in preschool through fifth grades. 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 (64%), Beechgrove has been identified as a CEP school and we are able to provide free breakfast and lunch to all students everyday. 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. 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 intervention teachers, instructional assistants, 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.

### School Stakeholders

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

The school SBDM committee is made up of the principal, three teachers, and two parents. The SBDM committee provides input in the creation of the district School Action Plan, SBDM Budget, and any policies in need of revision. Updates and feedback are provided at monthly regular meetings. The School Action Plan identifies key areas in academics and behavior that school leadership and stakeholders have identified as the highest priority for improvement. The School Action Plan is updated monthly with supporting data and action steps towards progress of goals. The School Action Plan is accessible at all times to stakeholders and routinely referenced throughout the month during staff or committee meetings. Additionally, the department leads of each grade level, special areas, and special education meet bi-weekly to address needs in real time. The information from those meetings is shared with the remaining teachers through a systematic process and other stakeholders remain informed through the staff weekly memo.

Our Core MTSS Committee consisting of the principal, Title 1 reading interventionist, math interventionist, school psychologist, school counselor, and special education representative meet weekly to discuss student progress and program needs. The Core MTSS Committee notifies both teachers and parents when a student is entered into intervention and regular progress updates.

### 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, 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. These students receive enrichment opportunities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as have opportunities for differentiation in instruction through the Prep/Prep Plus program. Beechgrove is well-connected to the community and receives support through volunteering and donations from community business partners, PTA, and others.

### 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.



KSA data from 21-22, 22-23, and 23-24 shows notable growth in the area of Science for all student groups - all students (+15%), SWD (+15%), and EL (+11%). KSA data from 21-22, 22-23, and 23-24 indicate a growth of +5% from 41% P/D to 46% P/D for all students Math, though this achievement level is far from our school goal. There continues to be a need of improvement in the areas of Reading, Writing, and Social Studies which continue to make minimal advancements. Equipping staff with HQIRs and effective professional learning in all academic areas is at the forefront of our plan to improve student achievement.

In the 22-23 school year there were 396 total behavior referrals (97 students) and 38 total suspensions (18 students); those numbers improved in the 23-24 school year with 389 total behavior referrals (91 students) and 16 total suspensions (11 students). The Second Steps and Choose Love program has been adopted as the schoolwide Tier 1 SEL curriculum to address the increasing social emotional needs of our student population. Additionally, the school started the 24-25 school year with a reboot of the Positive Behavior Intervention Support (PBIS) structure to better equip staff and provide tangible incentives for students. Students are recognized for positive behavior daily and attend monthly celebrations for student achievement.

### Additional Information

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

Beechgrove Elementary was selected to pilot the first Toyota Bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program at our school, United Way of Greater Cincinnati Success By 6 chose Beechgrove to be the model site for the state. Additional schools in the state are working to implement this program with funding provided from Toyota. Our Family Resource Center collaborates with these schools to ensure fidelity of the Toyota Bornlearning® program. The Bornlearning® Academy is a series of family workshops. Together families learn how to prepare children for school by turning everyday moments into learning opportunities. Our Family Resource Coordinator provides support to our school community in so many ways.

Beechgrove had 7 staff members complete the Lexia LETRS program provided by the state in Phase 1, 2 staff members are completing their final year as Phase 2 participants, and 9 staff members are enrolled to begin the Phase 3 in the 24-25 school year. By the end of 25-26 our staff will have 18 highly-trained literacy staff members.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report\_09112024\_08:42

2024-2025 Phase One: School Safety Report

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## 2024-2025 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, 07/29/24

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

Yes, 08/08/24 10:00 a.m.

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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## 2024-2025 Phase Two: The Needs Assessment for Schools\_09112024\_08:44

2024-2025 Phase Two: The Needs Assessment for Schools

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary. During weekly PLC meetings, weekly assessment data and 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 Growth, MAP Fluency and KSA. 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. We used our September faculty meeting to look at the overall school trends and teachers were given time to review their students' scores from

the tested year. During PLC time teachers were given the opportunity to look at their current individual student scores from KSA and 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. Individual KSA results were sent home to parents with 1st trimester mid-terms along with an explanation of the KSA test.

The MTSS team consists of principal, assistant principals, counselor, academic interventionists, social worker, and school psychologist. The MTSS 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 instructor 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 6-8 weeks Tier 3 intervention data is reviewed and every 8-10 weeks Tier 2 intervention data is reviewed. During the data check meetings, all stakeholders who work with individual students (classroom teachers, interventionists) are at the table and 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 principal, 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?

In the 23-24 school year, to focus on increasing reading and math proficiency, intentional learning walks by the administrative team in both areas were implemented to monitor instruction and provide feedback around the cycle of quality instruction. The data from the walks was used to analyze trends and identify areas for differentiated professional learning. Additionally, professional learning specific to the HQIR, Amplify CKLA, was provided throughout the year and fidelity markers were used during learning walks to provide specific feedback to the implementation of the resource and shifts to structured literacy. School Literacy Leaders were provided release days to lead some of those professional learnings surrounding the literacy shifts and to participate in learning walks in classrooms utilizing the HQIR. Teachers continued to use district LMS platforms to administer common formative assessments and district common assessments in reading and

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math. The LMS houses all student data including academic and intervention, making data easily accessible and triangulate. These strategies and activities implemented to support increasing reading and math led to growth in learning walks at the school level and an effective rollout of the new HQIR, but did not improve results on MAP or KSA testing. These areas will continue to be an area of focus and the strategies and activities will be modified in order to improve effectiveness.

To increase achievement in writing, science, and social studies we established schoolwide writing norms aligned to our SBDM Writing Policy that support consistent strategies and vertical alignment. Those norms included expectations for short and extended responses, writing conventions, and on-demand. All grade levels administered monthly on-demand writing and then brought the student writing to grade level PLCs where teachers calibrated their scoring using the KSA on-demand rubric and identified strengths and areas of focus as a grade or classroom. Between the implementation of a vertically aligned HQIR and schoolwide writing norms, there was a significant increase in the number of writing opportunities students were given and increased focus on what proficient writing looks like. There was an increase of +6 in our ODW score on 23-24 KSA, but it continues to be well below the state level. We will continue to refine our writing practices through continued calibration and have purchased supplemental writing programs to complement the ELA core. Science scores increased +13 on 23-24 KSA and Social Studies increased +5 on the 23-24 KSA. This school year we will continue to focus on writing and building teacher capacity in providing specific writing feedback and supporting continuing growth in science and social studies through schoolwide literacy shifts.

To increase reading and writing proficiency of students with disabilities, the school administration targeted instructional learning walks in collaborative classrooms to provide feedback on co-teaching strategies and the cycle of quality instruction. The school administration also targeted instructional learning walks in resource classrooms to provide feedback on specifically designed instruction and the cycle of quality instruction. General education and special education teachers met weekly to collaboratively plan in the areas of reading and math. Both general education and special education teachers collected and monitored student data in the district LMS and collaboratively used the data to make specific instructional decisions to support specific student needs. These strategies and activities were successful in improving SWD academic scores overall and removing the school federal classification of TSI in the area of students with disabilities. This school year we will continue to utilize these strategies in addition to implementing research and evidence based instructional materials in resource including supplemental materials from Amplify CKLA in reading resource classes. We also are providing release time for SPED teachers to attend professional learning opportunities specific to their needs and to conduct peer observations.

These identified areas are also goals listed in our school action plan.

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## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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 2023, our overall reading proficiency was 46% (a 1% increase from 2022) and remained the same in 2024. In 2024, we adopted an HQIR in reading to address instructional concerns including research-based shifts in literacy instruction and vertical alignment in K-5. Literacy is and continues to be an area of focus and is being addressed through targeted professional learning for staff, instructional feedback to staff, and increased family engagement in literacy. The reading proficiency level of students at Beechgrove continues to be lower than the state average.

In 2023, our overall math proficiency was 44% which is a slight increase from 2022 when math proficiency was at 41%. In 2024, we saw an increase in math proficiency scores to 46%. While we are seeing small positive gains in the area of math achievement, it will continue to remain an area of focus. During 2024 we will be reviewing HQIRs in math and preparing for implementation in 25-26. The math proficiency level of students at Beechgrove continues to be lower than the state average.

A highly significant area in need of improvement continues to be in writing. In 2022, our writing proficiency scores were at 58% and in 2023 dropped to 18%. To address this need, the writing policy was reviewed and revised, and a writing plan was put into place to support 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 2024, there was a slight 6% increase in writing to 25%, which is still significantly below the district and state averages and it continues to be a focus area.

In 2022 math proficiency of students with disabilities was 13%. In 2023 our math proficiency for students with disabilities decreased to 5% and in 2024 increased to 16%, but still remains significantly below state levels.

In 2022, our reading proficiency scores for students with disabilities was 11%. In 2023, reading proficiency for students with disabilities increased to 13% and in 2024 slightly decreased to 12% and remains significantly below state levels.

The Impact Survey shows a decline from 21-22 to 23-24 in all topic areas with the exception of Emotional Well-Being and Belonging and Resources. The Impact survey results are below reported scores from all Kentucky Elementary Schools with the

exception of Staff-Leadership Relationships. The most significant declines are in School Leadership which was 78% in 21-22 and 66% in 23-24, Managing Student Behavior which was 74% in 21-22 and 61% in 23-24, and Feedback and Coaching which was 65% in 21-22 and 49% in 23-24.

### Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### Current Academic State:

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

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

25% of students scored proficient/distinguished on KSA in Writing.

41% of students scored proficient/distinguished on KSA in Science.

38% of students scored proficient/distinguished on KSA in Social Studies.

16% of students with disabilities scored proficient/distinguished on KSA in Math.

12% of students with disabilities scored proficient/distinguished on KSA in Reading.

38% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math.

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38% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading.

#### Non-Academic Current State

2023-2024 Survey results showed 93% of students responded favorably to "My school is a caring place."

The number of behavior referrals in August/September 23/24 to 24-25 has decreased from 40 to 28.

The 2023 - 2024 Impact Survey indicated 49% of staff feel they are given effective coaching and feedback; this is a decline of 16%.

The 2024-2024 Impact Survey indicated 49% of staff feel they receive effective professional learning; this is a decline of 5%.

#### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Over half of all students are scoring below proficiency in reading and math. 55% of all students scored below proficiency in Reading on KSA and 54% of all students scored below proficiency in Math on KSA.

Students with disabilities are scoring significantly below all students in reading and math. 88% of students with disabilities scored below proficiency in Reading on KSA (all students 55%) and 84% of students with disabilities scored below proficiency in Math on KSA (all students 54%).

5th grade students are scoring significantly below state proficiency levels in writing. 75% of 5th grade students at Beechgrove scored below proficiency in Writing on KSA while only 57% of 5th graders in the state scored below proficiency.

Each of these priorities is included in our School Action Plan.

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Math proficiency in grade 4 increased from 31% P/D in 22-23 to 43% P/D in 23-24. We attribute this success to the systems and structures put in place for grade-level planning PLCs in intermediate grades. Teachers worked collaboratively with administration to deconstruct mathematic standards and plan using backwards design.

Science proficiency in grade 4 increased from 28% P/D in 22-23 to 41% P/D in 23-24 and reading proficiency in grade 4 increased from 41% P/D in 22-23 to 48% P/D in 23-24. We attribute these successes to improved background knowledge on topics in science through the implementation of a knowledge building curriculum in ELA, through implementation of reading and writing instruction in the context of content rich topics, and intentional cross-curricular planning.

95% of students responded favorably to "My teachers expect me to do my best all the time." We attribute this success to creating a culture of learning for students and incorporating the Cycle of Quality Instruction in all lessons, specifically eliciting products from all students.

92% of students responded favorably to "Adults from my school make sure all students get what they need to be successful." This is the result of the established culture and climate of Beechgrove. The school collaborates with community partners to ensure students have not only the academic resources they need to be successful, but also daily living resources such as food and clothing, when needed.

### 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 Processes

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

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### 24-25 Beechgrove School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The KCWP 2: Design and Deliver Instruction continues to be a focus this year. To further improve our delivery and instruction of our HQIRs, we have improved our lesson planning process to focus on preparation and internalization of lessons. By focusing on improving instruction in Tier 1, we believe that assessment results will increase and the number of students requiring intervention will decrease. This focus also aligns to our School Action Plan goals of improving reading and math proficiency for all students, including students with disabilities who spend >80% of time in the general education setting. Regular feedback on lesson plans is provided in conjunction with learning walks each month.

We continue to focus on increasing student writing achievement schoolwide in Tier 1 through our school policy, schoolwide writing expectations, monthly ODW opportunities and calibration, and reviewing student exemplars. In addition, we are utilizing our Universal Diagnostic results to further specify student areas of growth in reading. Thus far the results are showing many students have areas of need in language comprehension areas such as syntax and vocabulary; we are responding by better aligning our Tier 2 & Tier 3 instruction to support those areas and selecting more appropriate instructional materials.

The KCWP 3: Design and Deliver Assessment Literacy is another area of focus. Using the district Balanced Assessment Summary & Expectations (BASE) as a guide, we are reviewing its content on a regular basis before, during, and after assessment to ensure that teachers are consistently and accurately following the assessment protocols and using the results to make instructional decisions. By protecting the integrity of the assessment and following administration protocols we believe that we will ensure that the assessment data collected will be valid and reliable. By following the BASE established by the district and creating a strong system of data analysis through grade-level PLCs, Core MTSS, and departmental PLCs, we will be able to accurately and efficiently use data to guide instructional decisions and individual student needs. This data is aligned to the measures included in our School Action Plan.


-All kindergarten students take the Brigance assessment in the fall.

- 
- All students in K-5 take the Universal Screener (MAP Growth) in the fall and spring.
  - All students in K-3 and student in grades 4-5 who scored below the 60th percentile on the reading Universal Screener, take the Universal Diagnostic (MAP Fluency).
  - All students in K-5 take district common assessments in all content areas.
  - All students in K-2 take CKLA Skills Assessments as indicated by the HQIR.
  - All students in K-5 take common formative assessments as indicated by the PLC.
  - Teachers plan and deliver formative assessments throughout their lessons.

The KCWP 6: Establish Learning Environment and Culture is another area of focus. We are working on improving the partnership between school and home, specifically in the area of literacy, and on improving our PBIS structures to enhance our learning environment and culture. We began with kindergarten parents before school started by having a literacy rotation for all parents to attend. During that session we shared information on the Read to Succeed Act, our HQIR, and ways literacy could be supported at home. Parent-Principal Sessions have started and the first was title "Interpreting Assessment Results" and attending parents reviewed their students Universal Screener and Diagnostic results in a small group session. We partnered Title 1 Night and Born Learning this fall to reach as many parents as possible. During this event, families received information regarding MTSS and our Title 1 programs and participated in a family activity on social media usage. Each grade-level is hosting a Literacy Engagement Night for families focused on the content knowledge they are learning in our HQIR (Amplify CKLA). Many of our special areas teachers are collaborating with grade-levels to provide arts integration. We also worked with our PTA to fund at least 1 field trip connected to grade-level literacy standards.

We have also rebooted our schoolwide PBIS systems and structures to increase opportunities to celebrate student achievement and decrease interruptions to classroom instruction. Monthly recognition includes individual students, classroom, and grade-level celebrations. We have also built in structures to include our support service teams (cafeteria, custodial, bus, etc.) in our PBIS system. This area of focus is also connected to our School Action Plan goals.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 Beechgrove School Key Elements		• 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 planning and preparation of lessons, 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: lesson internalization and preparation, restorative practices, PBIS, and literacy strategies.</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 KDE lesson and unit internalization guidance documents have been adapted and adopted and are utilized by all content area teachers in grades K-5.</li> <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. During those walks, administration provides feedback on lesson</li> </ul>

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

		<p>plans, too. The team calibrates feedback and plans for next steps in professional learning based on instructional walk data.</p> <p>-Teachers are attending district PLCs in the area of ELA and participating in the districtwide math resource review process.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> 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?</p>	Yes	<p>-All kindergarten students take the Brigance assessment in the fall.</p> <p>-All students in K-5 take the Universal Screener (MAP Growth) in the fall and spring.</p> <p>-All students in K-3 and student in grades 4-5 who scored below the 60<sup>th</sup> percentile on the reading Universal Screener, take the Universal Diagnostic (MAP Fluency).</p> <p>-All students in K-5 take district common assessments in all content areas.</p> <p>-All students in K-2 take CKLA Skills Assessments as indicated by the HQIR.</p> <p>-All students in K-5 take common formative assessments as indicated by the PLC.</p> <p>-Teachers plan and deliver formative assessments throughout their lessons.</p>
<p><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?</p>	Yes	<p>- Weekly Special Education PLC meetings to analyze progress toward IEP goals and relate to progress on grade level content through common assessment data.</p> <p>- Analyze assessment data in PLC meetings to determine next steps in instruction.</p> <p>-School has created a Data Hub for staff to easily locate the many data sets available.</p>
<p><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?</p>	Yes	<p>- 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.</p> <p>- MTSS progress monitoring data for students in Tier 2 and Tier 3 interventions is analyzed and progress determined by MTSS core team.</p>

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

		<ul style="list-style-type: none"><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 Nights</li><li>- Monthly Student Awards</li></ul>



2024-2025 Phase Two: School Assurances\_09112024\_08:43

2024-2025 Phase Two: School Assurances

**Beechgrove Elementary School**  
**Kristie Cahill**  
1029 Bristow Rd  
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United States of America



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## 2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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## 2024-2025 Phase Three: Comprehensive School Improvement Plan\_09112024\_08:44

2024-2025 Phase Three: Comprehensive School Improvement Plan

**Beechgrove Elementary School**  
**Kristie Cahill**  
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## 2024-2025 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 how well the school is accomplishing their action steps. 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 \(CSIP\) Template](#).

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

#### **ATTACHMENTS**

## Attachment Name

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 24-25 Beechgrove Comprehensive School Improvement Plan

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.

All objectives have changed to reflect status of 2024 goals and updated to current goals for 2025.

Two objectives have been added to Goal 2: State Assessment Results in Science, Social Studies, and Writing aligned to increase proficiency in science and social studies in addition to the existing writing objective. The objective in Goal 5: Quality of School Climate and Safety was changed to reflect an overall survey indicator score rather than favorable responses on one question.

The strategies for goals 1, 2, 3, and 4 have changed slightly to reflect current progress by removing KCWP 1: Design and Deploy Standards, since we have established a process for reviewing and implementing high-quality instructional materials across contents. We will continue to utilize KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze, and Apply Data for goals 1, 2, 3, & 4. We will be adding KCWP 3: Design and Deliver Assessment Literacy as a new strategy for goal 1 to support implementation of our district balanced assessment summary and school action plan goals. We continue to utilize strategy KCWP 6: Establishing Learning Culture and Environment to support our Quality of School Climate and Safety objectives and KCWP 5: Design, Align, Deliver Support Processes to support our Impact Survey objective.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
  24-25 Beechgrove Comprehensive School Improvement Plan		.

## 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.

<p>Over half of all students are scoring below proficiency in reading and math. 55% of all students scored below proficiency in Reading on KSA and 54% of all students scored below proficiency in Math on KSA.</p> <p>Students with disabilities are scoring significantly below all students in reading and math. 88% of students with disabilities scored below proficiency in Reading on KSA (all students 55%) and 84% of students with disabilities scored below proficiency in Math on KSA (all students 54%).</p> <p>5th grade students are scoring significantly below state proficiency levels in writing. 75% of 5th grade students at Beechgrove scored below proficiency in Writing on KSA while only 57% of 5th graders in the state scored below proficiency.</p>
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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.

<p>The KCWP 2: Design and Deliver Instruction continues to be a focus this year. To further improve our delivery and instruction of our HQIRs, we have improved our lesson planning process to focus on preparation and internalization of lessons. By focusing on improving instruction in Tier 1, we believe that assessment results will increase and the number of students requiring intervention will decrease. This focus also aligns to our School Action Plan goals of improving reading and math proficiency for all students, including students with disabilities who spend &gt;80% of time in the general education setting. Regular feedback on lesson plans is provided in conjunction with learning walks each month.</p> <p>We continue to focus on increasing student writing achievement schoolwide in Tier 1 through our school policy, schoolwide writing expectations, monthly ODW opportunities and calibration, and reviewing student exemplars. In addition, we are utilizing our Universal Diagnostic results to further specify student areas of growth in reading. Thus far the results are showing many students have areas of need in language comprehension areas such as syntax and vocabulary; we are responding by better aligning our Tier 2 &amp; Tier 3 instruction to support those areas and selecting more appropriate instructional materials.</p> <p>The KCWP 3: Design and Deliver Assessment Literacy is another area of focus. Using the district Balanced Assessment Summary &amp; Expectations (BASE) as a guide, we are reviewing its content on a regular basis before, during, and after assessment to ensure that teachers are consistently and accurately following the assessment protocols and using the results to make instructional decisions. By protecting the integrity of the assessment and following administration protocols we believe that we will ensure that the assessment data collected will be valid and reliable. By following the BASE established by the district and creating a strong system of data analysis through grade-level PLCs,</p>
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Core MTSS, and departmental PLCs, we will be able to accurately and efficiently use data to guide instructional decisions and individual student needs. This data is aligned to the measures included in our School Action Plan.

- All kindergarten students take the Brigance assessment in the fall.

- All students in K-5 take the Universal Screener (MAP Growth) in the fall and spring.

- All students in K-3 and student in grades 4-5 who scored below the 60th percentile on the reading Universal Screener, take the Universal Diagnostic (MAP Fluency).

- All students in K-5 take district common assessments in all content areas.

- All students in K-2 take CKLA Skills Assessments as indicated by the HQIR.

- All students in K-5 take common formative assessments as indicated by the PLC.

- Teachers plan and deliver formative assessments throughout their lessons.

The KCWP 6: Establish Learning Environment and Culture is another area of focus. We are working on improving the partnership between school and home, specifically in the area of literacy, and on improving our PBIS structures to enhance our learning environment and culture. We began with kindergarten parents before school started by having a literacy rotation for all parents to attend. During that session we shared information on the Read to Succeed Act, our HQIR, and ways literacy could be supported at home. Parent-Principal Sessions have started and the first was title "Interpreting Assessment Results" and attending parents reviewed their students Universal Screener and Diagnostic results in a small group session. We partnered Title 1 Night and Born Learning this fall to reach as many parents as possible. During this event, families received information regarding MTSS and our Title 1 programs and participated in a family activity on social media usage. Each grade-level is hosting a Literacy Engagement Night for families focused on the content knowledge they are learning in our HQIR (Amplify CKLA). Many of our special areas teachers are collaborating with grade-levels to provide arts integration. We also worked with our PTA to fund at least 1 field trip connected to grade-level literacy standards.

We have also rebooted our schoolwide PBIS systems and structures to increase opportunities to celebrate student achievement and decrease interruptions to classroom instruction. Monthly recognition includes individual students, classroom, and grade-level celebrations. We have also built in structures to include our support service teams (cafeteria, custodial, bus, etc.) in our PBIS system. This area of focus is also connected to our School Action Plan goals.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	64	+1.6
State Assessment Results in science, social studies and writing	57.7	+8.1
English Learner Progress	62.6	-7.7
Quality of School Climate and Safety	75.2	+1.5

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

## 1: State Assessment Results in Reading and Mathematics

<b>Goal 1:</b> 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
Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 46% in 2024 to 54% in 2025 as measured by the school report card.	The KCWP 2: Design and Deliver Instruction  The KCWP 3: Design and Deliver Assessment Literacy  The KCWP 4: Review, Analyze, and Apply Data	-Staff training on common assessment protocols, utilizing MAP reports, and administering MAP Fluency. -Focus on unit and lesson internalization process to enhance lesson plans in reading and math -Lesson plan feedback will be provided in conjunction with learning walk feedback aligned to the KCSD Cycle of Quality Instruction in reading and math -Learning walk feedback in reading will reference the fidelity markers as indicated by the HQIR Amplify CKLA -Establishing a system and structure for peer observations of master teachers within the school in the areas of reading and math - Through the use of Performance Matters, analyze reading and math assessment data to name and claim students to guide next steps in instruction	-Amplify Skills Assessments in reading (K-2) -Common formative assessments -District common assessments -MAP Growth -MAP Fluency (reading) -KSA	-School Instructional Walk Dashboard -Performance Matters reports -District Data Dashboard	Title I
Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 46% in 2024 to 53% in 2025.					



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

<b>Goal 2:</b> Beechgrove will increase the percentage of students scoring proficient/distinguished in science from 41% in 2024 to 70% in 2029 as measured by the school report card. Beechgrove will increase the percentage of students scoring proficient/distinguished in social studies from 38% in 2024 to 69% in 2029 as measured by the school report card. Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in writing from 24% in 2024 to 62% in 2029 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 science from 41% in 2024 to 46.8% in 2025.	The KCWP 2: Design and Deliver Instruction  The KCWP 4: Review, Analyze, and Apply Data	-Lesson plan feedback will be provided in conjunction with learning walk feedback aligned to the KCSD Cycle of Quality Instruction in science, social studies, and writing -To increase achievement in social studies, the HQIR TCM was adopted in grades K-5. -To increase achievement in science, social studies, and writing students will follow school wide writing expectations at each grade-level. This includes writing across contents. -To increase writing achievement, the school will administer writing on demand practice at each grade level once a month and follow up with grade level calibration. -To increase writing achievement, grades 4 & 5 have an additional writing block in their daily schedule. Teachers are utilizing Amplify Writing Studio as one of the resources during class period.	-Common formative assessments in science and social studies -District common assessments in science and social studies Writing calibration reviews -KSA	-School Instructional Walk Dashboard -Performance Matters reports -District Data Dashboard	Title I
Objective 2: To increase our percentage of students scoring proficient/distinguished in social studies from 38% in 2024 to 44.2% in 2025.					
Objective 3: To increase our percentage of students scoring proficient/distinguished in writing from 24% in 2024 to 31.6% in 2025.					

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 12% in 2024 to 21% in 2025 as measured by the school report card.	The KCWP 2: Design and Deliver Instruction  The KCWP 4: Review, Analyze, and Apply Data	- 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.  - Targeted Instructional Walks in Collaborative Classrooms to observe implementation of co-teaching and provide feedback based on the cycle of quality instruction.  - 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.	-IEP goal and objective progress data -Amplify Skills Assessments in reading (K-2) -Common Formative Assessments -District Common Assessments -MAP Growth -MAP Fluency (reading) -KSA	-School SPED Data Dashboard -School Instructional Walk Dashboard -Performance Matters reports -District Data Dashboard	Title I
Objective 2: To increase the percentage of students with disabilities scoring proficient/distinguished in math from 16% in 2024 to 24% in 2025 as measured by the school report card.					

4: English Learner Progress

Goal 4: Beechgrove Elementary will increase the overall EL progress indicator score from 54.9 in 2024 to 78 in 2029 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 54.9 in 2024 to 59.6 in 2025 as measured by the school report card.	The KCWP 2: Design and Deliver Instruction  The KCWP 4: Review, Analyze, and Apply Data	- Utilize EL scaffolding toolkit to give teachers strategies to scaffold and differentiate instruction for EL learners. - 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. - 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.	-ACCESS results -Common Formative Assessments -District Common Assessments -KSA	-EL Progress Monitoring -School Instructional Walk Dashboard -Performance Matters reports -District Data Dashboard	Title I

5: Quality of School Climate and Safety

Goal 5: Beechgrove Elementary will increase the overall Quality of School Climate and Safety indicator score from 76.7 in 2024 to 88.35 in 2029 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Beechgrove Elementary will increase the overall Quality of School Climate and Safety indicator score from 76.7 in 2024 to 81.4 in 2025 as measured by the school report card.	The KCWP 6: Establish Learning Environment and Culture	-Restorative Practices training for staff -PBIS reboot to include more opportunities for student, staff, and class recognition -Digital citizenship standards embedded into special area curriculum	-Quality of School Climate & Safety Survey	-School Intervention Effectiveness for SEB -District SEB Data Dashboard -Discipline and Behavior reports from Infinite Campus	Title I

6: Impact Survey Goal

Goal 6: By 2028, Beechgrove Elementary will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 49% in 2024 to 74.5% in 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase valuable professional development opportunities from 49% in 2024 to 61.75% in 2026.	The KCWP 5: Design, Align, Deliver Support Processes	-Send survey to staff about professional development needs -Utilize the district professional landing page to support individual teacher needs based on learning walk data	-School Staff Survey results (Dec 2024, May 2025) -2026 Kentucky Impact Survey Results	-2026 Kentucky Impact Survey Results	\$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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b> NA
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b> NA
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<b>Consider:</b> 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. <b>Response:</b> NA
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b> NA
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	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b> NA</p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b> NA</p>

CSI 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 Continuous Improvement Platform (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	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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