

## 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.

- 22% of students scored novice in reading on KSA
- 23% of students scored novice in math on KSA

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

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

Observations with walkthrough instruments, analysis of assessment data during PLCs, intervention times for reading & math built into master schedule outside of core instruction, scheduled tier 2 time with extra staff pushing in to target specific student needs

## Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	67.4	-1.1
State Assessment Results in science, social studies and writing	57.1	-5.3
English Learner Progress		
Quality of School Climate and Safety	80.4	4.1
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address 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 address 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 goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives 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.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

## 1: State Assessment Results in Reading and Mathematics

Goal 1: By 2028, Bend Gate will increase the reading percentage of proficient/distinguished students from 50% to 65% and the math percentage of proficient/distinguished students from 50% to 72% as measured by the Kentucky Summative Assessment. Additionally, Bend Gate will also have 58% of students on or above the 70th percentile in both reading & math as measured by NWEA on the MAP assessment by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May of 2025, 58% of students will score at or above proficiency in the area of <b>reading</b> on the Kentucky Summative Assessment.</p> <p>By May of 2025, 51% of students will score at or above the 70th percentile in the area of <b>reading</b> on the MAP assessment.</p>	<p><a href="#">KCWP 1: Design and Deploy Standards</a>  <a href="#">KCWP 2: Design and Deliver Instruction</a>  <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>  <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a>  <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></p>	<p>Teachers will use the Fountas and Pinnell curriculum, Story Works, novel sets, and book clubs in their classroom daily for their core instruction.</p>	<p>Principal            Assistant Principal            Instructional Coach            Classroom Teachers            Special Education Teachers            Media Specialist            Interventionist            Title I Interventionists</p>	<p>April 1:            August 1:</p>	<p>SBDM funds            Title 1 funds</p>
		<p>K-5 grade students will utilize the Lexia Core 5 online program to improve reading comprehension.</p>			
		<p>All students will receive Tier II intervention/acceleration based on BAS/MAP data. Tier III intervention will be provided to students scoring below the 25th percentile on MAP. Classroom teachers and/or interventionists will provide small group instruction to Tier II students. Students receiving Tier III interventions will be progress monitored weekly. MTSS team will meet weekly to discuss student progress.</p>			
		<p>Leveled Literacy Intervention curriculum and UFLI phonics will be used for grades K-5 for Tier III reading intervention.</p>			
		<p>All teachers will participate in weekly PLCs. Essential standards identified by grade level PLC teams. These standards will be deconstructed and common assessments created to determine mastery standards and what interventions can be provided to support mastery for all students</p>			

Goal 1: By 2028, Bend Gate will increase the reading percentage of proficient/distinguished students from 50% to 65% and the math percentage of proficient/distinguished students from 50% to 72% as measured by the Kentucky Summative Assessment. Additionally, Bend Gate will also have 58% of students on or above the 70th percentile in both reading & math as measured by NWEA on the MAP assessment by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Academic Action Team will meet biweekly with various stakeholders.			
<p>Objective 2: By May of 2025, 58% of students will score at or above proficiency in the area of <b>math</b> on the Kentucky Summative Assessment.</p> <p>By May of 2025, 49% of students will score at or above the 70th percentile in the area of <b>math</b> on the MAP assessment.</p>	<p><a href="#">KCWP 1: Design and Deploy Standards</a>  <a href="#">KCWP 2: Design and Deliver Instruction</a>  <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>  <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a>  <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></p>	<p>Teachers will implement 90 minutes daily of math instruction using Math In Focus curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, test preps, and Everyday Calendar Counts.</p> <p>All students will receive Tier II intervention/acceleration based on common formative or summative assessments. Tier III intervention will be provided to students scoring below the 25th percentile on MAP. Classroom teachers and/or interventionists will provide small-group instruction to Tier II students. Students receiving Tier III interventions will be progress monitored weekly. Tier III student data will be reviewed weekly by MTSS team.</p> <p>All teachers will participate in weekly PLCs. Essential standards identified by grade level PLC teams. These standards will be deconstructed and common assessments created to determine mastery standards and what interventions can be provided to support mastery for all students Academic Action Team will meet biweekly with various stakeholders.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialist Interventionists Title I Interventionists</p>	<p>April 1: August 1:</p>	<p>SBDM funds Title 1 funds</p>

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

Goal 2: By May 2028, Bend Gate will increase the science percentage of proficient/distinguished students from 32% to 54%, increase the social studies percentage of proficient/distinguished students from 39% to 70%, increase the writing percentage of proficient/distinguished students from 44% to 64% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May of 2025, 40% of students will score at or above proficiency in the area of <b>science</b> on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul>	<p>Mystery Science and Amplify Science: K-5 students will participate in science lessons aligned to the NGSS standards. 4th-grade students receive science instruction for 40 minutes five times a week. K-3, 5th-grade students receive science instruction for 60 minutes weekly.</p> <p>Science teachers from all district elementary schools collaborated to create a district wide science plan for grades K-5. The plan is divided into 4 marking periods and follows Mystery Science units.</p> <p>Generation Genius: 4th-grade students will participate in Generation Genius lessons aligned to the NGSS standards. 4th-grade students receive science instruction for 60 minutes five times a week. K-3, 5th-grade students receive science instruction for 60 minutes weekly.</p> <p>Fountas &amp; Pinnell: K-5 students will integrate science content into Fountas &amp; Pinnell Classroom instruction.</p> <p>Our school media specialist will integrate STEAM instruction for all K-5 students 45 minutes weekly.</p> <p>STLP (The Student Technology Leadership Program) is available for 4th and 5th graders. STEAM challenges are integrated throughout the school year.</p> <p>Families will be invited to participate in a Math and Science Night hosted by Title I, FRC, and staff members. Activities will be available for parents to assist their children with math and science activities at home.</p>	<p>Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialists STLP Coach Title I Interventionists</p>	<p>April 1: August 1:</p>	<p>SBDM funds Title 1 funds</p>
<p>Objective 2: By May of 2025, 45% of students will score at or</p>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	<p>SAVVAS social studies curriculum is used with all 5th grade students. To support these standards on a deeper level, teachers integrate into their classroom reading instruction during shared reading. 5th grade</p>	<p>Principal Instructional Coach Classroom Teachers</p>	<p>April 1: August 1:</p>	<p>SBDM funds Title 1 funds</p>

Goal 2: By May 2028, Bend Gate will increase the science percentage of proficient/distinguished students from 32% to 54%, increase the social studies percentage of proficient/distinguished students from 39% to 70%, increase the writing percentage of proficient/distinguished students from 44% to 64% as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
above proficiency in the area of <b>social studies</b> on the Kentucky Summative Assessment.	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul>	<p>students receive 40 minutes of social studies instruction 5 times per week. Grades K-4 students receive social studies instruction 60 minutes weekly.</p> <p>Additional Social Studies supplements are incorporated throughout the school year for various grade levels including CommonLit Social Studies Articles, ReadWorks Social Studies Articles, Junior Achievement, Native American speakers, NewsQuiz through PBS, Liberty Kids, The Story of Us, etc.</p>	<p>Special Education Teachers Media Specialists STLP Coach Title I Interventionists</p>		
Objective 3: By May of 2025, 50% of students will score at or above proficiency in the area of <b>writing</b> on the Kentucky Summative Assessment.	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul>	<p>K-3 will use FPC Writing mini-lessons at least twice a week. K-5 will use claim, reasoning, and evidence for on-demand writing (science and social studies).</p> <p>Bend Gate writing plan provides grade level expectations for writing progression from grade level to grade level (basic sentence building to multiple sentence paragraphs, etc.).</p> <p>Grade levels implement specific ability-appropriate response structures for ODW, EWR, and Short Answer questions.</p> <p>Beginning in January, 5th grade classes will receive one hour weekly of writing instruction from a writing coach/interventionist.</p>	<p>Principal Instructional Coach Classroom Teachers Special Education Teachers Media Specialists Writing Coach Title I Interventionists</p>	<p>April 1: August 1:</p>	<p>SBDM funds Title 1 funds</p>



### 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
<p>Objective 1: By May of 2025, Bend Gate will increase the percentage of students with disabilities scoring proficient or distinguished in <b>reading</b> from 24% to 28% on the Kentucky Summative Assessment.</p> <p>By May of 2025, Bend Gate will increase the percentage of economically disadvantaged students scoring proficient or distinguished in <b>reading</b> from 46% to 55% on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> <li>● <a href="#">KCWP 6: Establish Learning Environment and Culture</a></li> </ul>	<p>Students will receive protected guided reading times, leveled literacy intervention, Lexia reading program, small group instruction, benchmark assessment system and co-teaching.</p> <hr/> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. Special education teachers progress monitor biweekly and data is analyzed to guide instruction. District Special Education meetings are held monthly. During these meetings, strategies are discussed and district initiatives are communicated to teachers in the building.</p> <hr/> <p>Additional full time interventionist hired with ESSER funding in order to create more targeted Tier III groups.</p> <hr/> <p>Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, benchmark assessment system data, leveled literacy instruction and classroom data. Certified teachers will provide tutoring in the area of reading to students in grades K-5 after school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-on-one instruction. Students will</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers MTSS team Family Resource Center Coordinator Mental Health Counselor School Counselor</p>	<p>April 1: August 1:</p>	<p>ESS funds</p>



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>also work on the Lexia reading program weekly.</p> <p>Special Education schedules were re-worked to ensure resource pull out time was scheduled outside of Tier I instruction. This includes all students in grades K-5.</p> <p>Weekly MTSS meetings take place that include a variety of student stakeholders: principal, SAM, Mental Health Counselor, Guidance Counselor, School Psychologist, Instructional Coach, Speech Language Pathologist, and Family Resource Coordinator. During these meetings, individual students are addressed in a more holistic manner (academic and social/behavior).</p> <p>Title I Nights throughout the year provide parents and students opportunities to deepen their knowledge of instructional practices and content. These nights include a Math Night and a Reading Night.</p>			
<p>Objective 2: By May of 2025, Bend Gate will increase the percentage of students with disabilities scoring proficient or distinguished in <b>math</b> from 26% to 30% on the Kentucky Summative Assessment.</p> <p>By May of 2025, Bend Gate will increase the percentage of</p>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>Students will receive a protected 90 minute math block including co-teaching.</p> <p>Teachers, Instructional Coach, and Principal will meet each week as a PLC to analyze student data to drive instruction. Special education teachers progress monitor biweekly and data is analyzed to guide instruction. District Special Education meetings are held monthly. During these meetings, strategies are discussed and district initiatives are communicated to teachers in the building.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers Special Education Teachers ESS Teachers ESS Coordinator</p>	<p>April 1: August 1:</p>	<p>ESS funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>economically disadvantaged students scoring proficient or distinguished in <b>math</b> from 38% to 50% on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establish Learning Environment and Culture</a></li> </ul>	<p>Students will be referred for Extended School Services based on the analysis of MAP data, KSA data, and classroom data. Certified teachers will provide tutoring in the area of math to students in grades K-5 after school for 1-2 hours weekly. Students will receive tutoring in small groups as well as one-on-one instruction.</p> <p>Special Education schedules were re-worked to ensure resource pull out time was scheduled outside of Tier I instruction. This includes all students in grades K-5.</p> <p>Weekly MTSS meetings take place that include a variety of student stakeholders: principal, SAM, Mental Health Counselor, Guidance Counselor, School Psychologist, Instructional Coach, Speech Language Pathologist, and Family Resource Coordinator. During these meetings, individual students are addressed in a more holistic manner (academic and social/behavior).</p> <p>Title I Nights throughout the year provide parents and students opportunities to deepen their knowledge of instructional practices and content. These nights include a Math Night and a Reading Night.</p>			

#### 4: English Learner Progress

Goal 4: By May 2028, Bend Gate will improve the percentage of EL students scoring proficient on the state assessment from 54.5% to 70%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2025, 60% of EL students will score proficient or above on the Kentucky Summative Assessment.</p> <p>By May 2025, 100% of our EL students will move one performance level on the WIDA ACCESS assessment.</p>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>EL instructor and/or EL assistant co-teaches with general education teachers during core instruction.</p> <p>EL instructor and/or EL assistant provides resource and co-teach for all EL students who need extra support.</p> <p>EL students will complete Imagine learning online activities for extra support 60 minutes per week.</p> <p>EL students may receive guided reading instruction that targets specific needs.</p> <p>Targeted EL students may receive Tier III instruction in the areas of reading and/or math.</p>	<p>EL Instructor EL Assistant Classroom Teachers Interventionists</p>	<p>April 1: August 1:</p>	<p>District funding</p>

## 5: Quality of School Climate and Safety

Goal 5: By May 2028, Bend Gate students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 76.3 to 95 on the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2025, Bend Gate students in grades 3-5 will increase the School Climate and Safety indicator from 80.4 to 85 on the Kentucky Summative Assessment.</p>	<ul style="list-style-type: none"> <li>• <a href="#">KCWP 4: Review, Analyze, Apply Data Results</a></li> <li>• <a href="#">KCWP 6: Establish Learning Environment and Culture</a></li> </ul>	<p>Students will watch morning announcements live each morning. Students will be recognized for academic achievement, participation in extracurricular activities, displaying good behavior, attendance, etc.</p> <p>Teachers and staff will implement PBIS expectations daily.</p> <p>Implement Character Strong program that promotes students feeling safe at school.</p> <p>School counselor will implement Sources of Strength Curriculum into lessons.</p> <p>Students and staff will practice safety drills monthly (expectations and procedures).</p> <p>SDQ will be given to qualifying students based on age. This externalizing and internalizing screener will identify at risk students. This will provide the MTSS team data and identify students for additional supports.</p> <p>Conduct safety surveys with students in January and analyze data to identify areas to increase a sense of safety.</p>	<p>Principal Assistant Principal Instructional Coach Classroom Teachers School Counselor Mental Health Counselor Family Resource Coordinator</p>	<p>April 1: August 1:</p>	<p>SBDM funds</p>

