

# Rangeland Elementary

## Comprehensive School Improvement Plan (CSIP)

### **Rationale**

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

## Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

**IP1: Refine, implement and monitor continuous improvement systems (e.g., walk throughs, feedback and coaching, PLC's MTSS) to use data effectively, support teachers, strengthen instructional practices and raise rigor and engagement.**

**IP2: Continue to implement and monitor a system to support professional staff in reviewing and adjusting the adopted HQIR to ensure alignment with KAS so that rigorous instruction assures alignment, relevancy and inclusiveness for all learners.**

# Required Goals

## 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. Additional rows may be added for multiple targets, strategies and activities.

### Objective(s):

By May of 2027, ECE students scoring proficient on KSA will increase to 27% in Reading.

### Strategy: Professional Learning Communities

Rangeland Elementary will implement Professional Learning Communities to ensure the intellectual preparation cycle is embedded. This practice of internalization of the HQIR will improve tier 1 instruction by supporting staff in a better understanding of the units and lessons.

### KCWP 4: Review, Analyze and Apply Data Results

Refine, Implement, and Monitor the PLC Protocol to analyze data to include specifically ECE students as a separate group.

### Activities:

- Develop, communicate, implement and monitor a student analysis protocol within PLC to target the needs of ECE students within tier 1 instruction.
- Review and refine master schedule to allow collaborative planning time for ECE and general education teachers to improve tier 1 support for ECE students to access tier 1 instruction.
- Professional learning and coaching of scaffolds within the identified HQIR for all staff to better support ECE students access tier 1 instruction.

### Progress Monitoring:

- Administration will use the KDE PLC Monitoring Tool to collect data and provide feedback on the PLC process monthly.
- MTSS Coach and ECE Implementation coach will monitor monthly PLC's to determine the effectiveness of collaborative planning on coteaching instruction within the classroom using an aligned walkthrough tool with look-fors from the HQIR.
- I-Ready Data will be analyzed by Administrators, MTSS Coach, ECE Implementation Coach and grade-level staff to include ECE and ML teachers to track growth and proficiency of ECE students three times per year.

**Funding:**

**SIF**

320MC- \$43,000 - Central Creativity will be contracted for 9 days to allow teachers release time to participate in the Intellectual Preparation Cycle for Unit/Module internalization.

320MC- \$77,000 - Rangeland Elementary will offer 2 hours paid extra planning per month(August 2026-May 2027) to teachers for collaborative planning. This time is offered for teachers to engage in the intellectual preparation cycle to internalize the HQIR and analyze student data.

320MC-\$40,000 - External HQIR consultant for coaching support for leadership and fourth and fifth grade classroom teachers, ECE and ML teachers and staff.

**Title I**

\$420,000 - 6 teachers will be funded through Title I to lower class sizes.

## **State Assessment Results in Reading and Mathematics**

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

### **Three- to Five-Year Goal:**

By May 2029, Rangeland Elementary will increase the percentage of students scoring proficient and distinguished in reading from 14% to 53%.

By May 2029, Rangeland Elementary will increase the percentage of students scoring proficient and distinguished in math from 9% to 50%.

### **Objective(s):**

By May of 2027, Rangeland Elementary will increase the percentage of students scoring proficient and distinguished in reading from 14% to 46%.

By May of 2027, Rangeland Elementary will increase the percentage of students scoring proficient and distinguished in math from 9% to 42%.

### **Strategy: Feedback and Coaching**

Rangeland Elementary administration will refine and implement the coaching and feedback system to provide support to teachers with the implementation of the HQIR aligned to Kentucky Academic Standards using evidence based strategies. The newly refined coaching and feedback system will begin August 2026.

### **Strategy: Professional Learning Communities**

Rangeland Elementary will implement Professional Learning Communities to ensure the intellectual preparation cycle is embedded. This practice of internalization of the HQIR will improve tier 1 instruction by supporting staff in a better understanding of the units and lessons. Intentional year long planning will ensure enabling conditions to support these cycles.

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Refine, Implement, and Monitor the PLC Protocol to appropriately adjust instruction to address needs of all learners.

### **Activities:**

- Grade-level staff will collaborate weekly in the Module, Unit or Lesson Internalization process to gain a deeper understanding of the HQIR to more effectively implement tier 1 instruction in reading and math.
- Teachers will analyze student formative tier 1 data regularly to adjust instruction to meet the needs of all learners
- In order to build capacity among our instructional leaders they will participate in professional learning around the HQIR using the Learning Walk process.
- Administration will provide regular feedback on the implementation of the identified HQIR to improve teacher implementation.

- Administration will review feedback regularly to identify areas for coaching for individual teachers and grade levels around the use of the HQIR

**Progress Monitoring:**

- Administration will use the KDE PLC Monitoring Tool to collect data and provide feedback on the PLC process monthly.
- Three times a year teachers will analyze grade level I-Ready data to determine next steps for instruction for students.
- Three times a year Benchmark data will be analyzed to determine adjustments of instruction/rigor of KAS standards.
- Bi-Weekly teachers will analyze formative assessment data within PLC to determine adjustment of daily instruction to meet the needs of individual students.

**Funding:**

**SIF**

320MC- \$43,000 - Central Creativity will be contracted for 9 days to allow teachers release time to participate in the Intellectual Preparation Cycle for Unit/Module internalization. Central Creativity will align their hands-on activities with the identified HQIR to support continued student learning in knowledge building to support tier 1 instruction.

320MC-\$40,000 - External HQIR consultant for coaching support for leadership and fourth and fifth grade classroom teachers, ECE and ML teachers and staff.

320MC- \$77,000 - Rangeland Elementary will offer 2 hours paid extra planning per month(August 2026-May 2027) to teachers for collaborative planning. This time is offered for teachers to engage in the intellectual preparation cycle to internalize the HQIR and analyze student data.

320MC- \_\_\_\_\_Supplemental Materials for IReady

**Title I**

\$420,000 - 6 teachers will be funded through Title I to lower class sizes.

## Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

## Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

### Priority Indicator #1: English Learner Progress

#### Three- to Five-Year Goal:

By May 2029, Rangeland Elementary will increase proficient and distinguished in reading for Multi-Lingual Learners from 26% to 43%.

#### Objective(s):

By May 2027, Rangeland Elementary will increase proficient and distinguished in reading for Multi-Lingual Learners from 26% to 35%.

#### Strategy: Professional Learning Communities

Rangeland Elementary will implement Professional Learning Communities to ensure the intellectual preparation cycle is embedded. This practice of internalization of the HQIR will improve tier 1 instruction by supporting staff in a better understanding of the units and lessons.

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Refine, Implement, and Monitor the PLC Protocol to appropriately adjust instruction to address needs of all learners.

#### Activities:

- Develop, communicate, implement and monitor a student analysis protocol within PLC to target the needs of EL students within tier 1 instruction.
- Review and refine master schedule for collaborative planning time for EL and general education teachers to improve tier 1 support for EL students to access tier 1 instruction.

- Rangeland master schedule will provide more time for coteaching opportunities during tier 1 instruction for EL students.
- Professional learning and coaching of scaffolds within the identified HQIR to support EL students in accessing tier 1 instruction.
- Admin, AIC's and grade-level teachers will collaborate to integrate EL Education EL supports into lesson internalizations to better support EL students in core instruction.
- Admin, AIC's and grade-level teachers will monitor, through the PLC process, EL tier 1 formative data to make appropriate adjustments to core reading instruction.

**Progress Monitoring:**

- Administration will use the KDE PLC Monitoring Tool to collect data and provide feedback on the PLC process monthly.
- MTSS Coach and ECE Implementation coach will monitor weekly PLC's to determine the effectiveness of collaborative planning on coteaching instruction within the classroom using an aligned walkthrough tool with look-fors from the HQIR.
- I-Ready Data will be analyzed by Administrators, MTSS Coach, ECE Implementation Coach and grade-level staff to include ECE and ML teachers to track growth and proficiency of EL students three times per year.

**Funding:  
SIF**

320MC- \$43,000 - Central Creativity will be contracted for 9 days to allow teachers release time to participate in the Intellectual Preparation Cycle for Unit/Module internalization. Central Creativity will align their hands-on activities with the identified HQIR to support continued student learning in knowledge building to support tier 1 instruction.

320MC-\$40,000- EL Education consultant for coaching support for leadership and fourth and fifth grade classroom teachers, ECE and ML teachers and staff.

320MC-\$77,000 - Rangeland Elementary will offer 2 hours paid extra planning per month(August 2026-May 2027) to teachers for collaborative planning. This time is offered for teachers to engage in the intellectual preparation cycle to internalize the HQIR and analyze student data.

**Title I**

\$420,000 - 6 teachers will be funded through Title I to lower class sizes.

## Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

### Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for 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 local education agency (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:

<b>Turnaround Team:</b>
<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>                      Dr. Amanda Petters, Principal                      Cheyenne Summers, Assistant Principal                      Stacy Peck, Assistant Principal                      Brittany Edwards, Teacher                      Bailey O’Leary, Teacher                      Janae Ward, Teacher                      Lisa Pigman, Academic Instructional Coach                      Tracy Evans, ELD Teacher                      Heather Burnette, Teacher                      Catherine Penning, MTSS Coach                      Michael Terry, JCPS Executive Administrator</p>

Mary Ellen Leavell, ECE Teacher

Tracey Cline, Educational Recovery Leader

### Identification of Critical Resources Inequities:

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

**Response:**

**Inequities:**

**ECE staffing** continues to be an issue. The MSD teacher position has been vacant for three school years, with one 1 of the 2 instructional positions filled for part of the year. Two ECE teachers remained vacant from March on due to hiring freeze. In addition the ECE implementation Coach is on leave for the last three months of the year. With 6 of the 8 ECE staff position vacant /on leave, the puts the majority of the work load on the two remaining ECE staff in the building. The school counselor is the back up ARC chair, but then she is now being pulled from her counseling role to support ECE when she is the only school counselor for almost 550 high needs students.

**ML population** is increasing at an exceptional rate with 63%, up from 57% in 24-25 school year. ELD teachers are assigned for every 60 students to write, implement, and monitor PSP in addition to providing services for students and accommodations for all benchmark assessments.

**Non-Tenure staff** - of the 24 homeroom teachers this year, 16 teachers have 0-3 years experience, 5 teachers have 4-6 years experience, and only 3 teachers have 7 or more years experience.

**People:** Lack of certified ECE teachers and Instructional Assistants for MSD

**Time:** The number of students needing services and accommodations with 63% ML and 13% ECE, master schedule has been a challenge with providing consistency around services (especially in ML) to students. Particularly during the benchmark window taking four weeks with 1:1 for fluency. Thus taking time from students getting tier 1 instruction.

**Money:** District budget cuts resulted in the loss of \$572,978 from the school's budget for the 26-27 school year from the previous year.

**Plan to address:**

**ECE Concerns:** Continue to work with zone 2 ECE team around hiring retired ECE implementation coach to assist with ARC meetings and ECE oversight. Offering the two remaining ECE teachers extra service pay to support with ECE paperwork. The ECE AP is also getting trained to serve as ARC Chair. A retired IC has agreed to work 15 days during the last two months to ensure that the school year ends in compliance and off to a strong start for 26-27 school year. A retired counselor has also agreed to help support with school counseling duties for 3.5 days a week to support the students' needs.

**ML Concerns:** The school's master scheduled has been redeveloped to ensure that each ELD teacher assigned to their grade level have at least 3 separate windows of time that students on their grade level will be teacher Tier 1 reading HQIR so that they are adequately able to provide more regular support to more students. The district Office of Multilingual Learners is providing support with assigning ML students to classes to ensure they are in appropriate class based on their ML needs to maximize services and support in literacy.

**Budget cuts:** The school prioritized the needs of teacher support around training and implementation of HQIR. Priority was given to positions and staff having the biggest impact on student learning. Based on the decrease of referrals and suspensions, we have shifted the position of behavior coach to MTSS coach to support current improvement priorities.

**Lack of experienced teachers** - The focus of the leadership team is to build the capacity of the teaching staff. With a strong MTSS process being built, the plan is that interventionists will be supporting tier 3 students for interventions, but also supporting the MTSS lead with coaching teachers on effective tiering and intervention with HQIR for whole group and small groups. In addition the master schedule include specified intervention/enrichment time as well as weekly embedded professional development for intensive support around implementation HQIR with attention to intellectual prep.

### CSI Evidence-based Practices

CSI improvement/turnround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

**Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.**

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Professional Learning Communities: Implementation of Professional Learning Communities using the Intellectual Preparation Cycle to increase teacher knowledge and understanding about the HQIR to improve student outcomes within tier 1 instruction.	Hattie, J. (2008). Visible Learning. Abington, Oxon: Routledge.
Coaching: School leadership will participate in learning around the HQIR to improve coaching and to improve student outcomes within tier 1 instruction.	Kraft, M.A., Blazar, D., Hogan, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547-588.

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>
Feedback: School leadership will participate in learning around the HQIR to improve feedback to teachers on the implementation of the HQIR to improve student outcomes within tier 1 instruction.	<a href="#">Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzelke, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</a>