



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_09292020\_08:27

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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## 2020-21 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 2020-21 diagnostics is as follows:

### Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

### Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

### Phase Four: January 1 - December 31

- 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.***

Please enter your name and date below to certify.

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Sara Tucker 9/29/20



## 2020-21 Phase Two: The Needs Assessment for Schools\_10312020\_20:06

2020-21 Phase Two: The Needs Assessment for Schools

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## 2020-21 Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

See attachment

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attachment

## Priorities/Concerns

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

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

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

See attachment

## Trends

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

See attachment

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

See attachment


## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

See attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div>  </div> <div>20 -21 TCHS Needs Assessment</div>		<div> <ul style="list-style-type: none"> <li></li> </ul> </div>



# Continuous School Improvement Planning

Phase 2:  
Needs Assessment  
20/21

# Step 1: Protocol

## Planning Team

Team Member Name	Shareholder Position
All TCHS staff	Certified Staff
All TCHS SBDM members	Certified Staff and Parent Rep
TCHS Admin Team	Counselors and AP's

## Planning Sessions

Date	Team Members Present	Meeting Duration	Location Site
Multiple Dates	Certified Staff	45 minutes	Google Meets
5/3/20	Admin Team	2hrs	TCHS
6/24/20	Admin Team	2 hrs	TCHS
7/8/20	SBDM	2 hrs	TCHS
8/3/20	Admin Team	2 hrs	TCHS

## System for Analyzing Data Sources

- As a whole staff, we reviewed perception data (Tell Survey and multiple Google Survey's.)
- In content teams, we reviewed trend data for the last 5 years in specific content using the data protocol.
- Administration teams reviewed trend data and perception data.

## Grade Level Data

### Class of 2022

#### MAP - Math

Novice	Apprentice	Proficient	Distinguished
93 (48%)	79 (40.7%)	19 (9.8%)	3 (1.5%)

#### MAP - Reading

Novice	Apprentice	Proficient	Distinguished
72 (37.6%)	44 (23.1%)	60 (31.5%)	15 (7.8%)

#### ACT Math

Novice (<15)	Apprentice (16 – 18)	Met Benchmark (19+)
78 (40.8%)	66 (34.6%)	47 (24.6%)

#### ACT Reading

Novice	Apprentice	Met Benchmark (20+)
92 (48.2%)	35 (18.3%)	64 (33.5%)

#### ACT Science\*\*\*

Novice	Apprentice	Met Benchmark (20+)
53 (32.9%)	9 (5.6%)	99 (61.5%)

## Class of 2023

### MAP - Math

Novice	Apprentice	Proficient	Distinguished
37 (19%)	77 (41%)	25 (13%)	51 (29%)

### MAP - Reading

Novice	Apprentice	Proficient	Distinguished
41 (21%)	9 (5%)	112 (59%)	29 (15%)

### Pre-ACT Math

Novice (<15)	Apprentice (16 – 18)	Met Benchmark (19+)
88 (46%)	75 (39%)	27 (14%)

### Pre-ACT Reading

Novice (<15)	Apprentice (16 – 19)	Met Benchmark (20+)
67 (35%)	51 (27%)	72 (38%)

### Pre-ACT Science

Novice (<15)	Apprentice (16 – 19)	Met Benchmark (20+)
89 (47%)	50 (26%)	51 (27%)

## Class of 2024 (from TCMS due to no testing in the spring due to Covid)

### Math KPREP data

	13 -14	14 - 15	15 - 16	16 - 17	17 - 18	18 -19
Distinguished	6.7	3.8	9.4	5.6	1.9	3
Proficient	33	29	38.5	24.2	29.6	43.9
Apprentice	45	53.2	37.6	47.4	48.4	41.9
Novice	15.3	14	14.6	22.8	20.2	11.1

MATH	KPREP (as 7th graders)	Fall MAP
Novice	11.1%	11.2%
Apprentice	41.9%	42.4%
Proficient	43.9%	42.9%
Distinguished	3.0%	3.4%
P/D	47.0%	46.3%

### Reading KPREP data

	13 -14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19
Distinguished	13.9	15.1	17.8	13.5	9.7	16.7
Proficient	41.1	40.3	46.9	40.9	40.8	40.4
Apprentice	30.1	24.2	23.5	26	24.8	28.3
Novice	14.8	20.4	11.7	19.5	24.8	14.6

#### KPREP (as 7th graders)

Novice: 14.6%

Apprentice: 28.3%

Proficient: 40.4%

Distinguished: 16.7%

#### Fall MAP

N: 12.6%

A: 28.3%

P: 43.9%

D: 15.2%

## Achievement Gap

### **19/20 Subgroup Performance – ACT** Number of Students and Average composite by Race/Ethnicity (total students/composite score)

Race/Ethnicity	15 – 16	16 – 17	17 - 18	18 - 19	19 – 20 (Covid)
All Students	225/19.0	198/19.7	202/19.0	198/18.2	207/18.9
African American	4/16.0	3/16.7	4/14.3	11/15.7	1/14.0
Caucasian	196/18.9	174/20.0	183/19.2	160/18.9	36/18.6
Hispanic/Latino	10/20.2	3/17.0	6/18.0	4/14.0	4/15.0
Asian	5/22.6	2/17.5	1/16.0	1/20.0	0/0
Two or more races	5/18.8	10/19.5	2/22.0	5/16.6	0/0
No Response	5/18.6	6/17.7	5/17.8	16/14.7	166/19.0

### **19/20 Achievement Gap Comparison (All Students vs. IEPs)**

Spring ACT Data (March 2020)	% Below Benchmark		% Above Benchmark	
	All Students	Students w/ IEP's	All Students	Students w/ IEP's
Reading	51.5%	87%	49.5%	13%
Math	65.5%	100%	34.5%	0%

## Non-Cognitive Data

### 19/20 Behavior

# of Behavior Referrals	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	Total
9 <sup>th</sup> Grade	48	59	36	143
10 <sup>th</sup> Grade	43	41	27	111
11 <sup>th</sup> Grade	17	19	18	54
12 <sup>th</sup> Grade	0	0	0	0
Total	108	119	81	308

### 19/20 In-School Suspense

Grade Level	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
In School Suspension	35	25	10	9	79

### 19/20 Out of School Suspense

Grade Level	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
Out of School Suspension	6	3	0	1	10

### 19/20 Attendance

Percentage of Students Present	Grade 9	Grade 10	Grade11	Grade 12	Total
August 2019	96.98	96.11	96.65	96.12	96.47
September2019	96.05	96.20	95.32	93.94	95.38
October 2019	95.90	94.70	93.40	92.71	94.18
November2019	93.85	93.12	92.24	92.31	92.88
December2019	94.48	94.05	93.42	92.89	93.71
January 2020	92.07	90.75	92.17	89.20	91.04
February 2020	92.07	94.39	93.96	90.79	92.80
March 2020	No attendance data due to Covid shutdown				
April 2020					
May 2020					
Total	94.55	94.19	93.88	92.57	93.80

## Step 3: Determining Priorities and Concerns

### ➤ What does the data tell us?

#### Academic Data

- Class of 22 (as Sophomores):
  - In fall, 11.3% of students were at or above grade level target benchmark on the Math MAP test and 24.6% hit benchmark on the Math portion of the ACT the end of February. An increase of 13.3% increase from fall to spring.
  - In fall, 39.3% of students were at or above grade level target benchmark on the Reading MAP test and 33.5% hit benchmark on the Math portion of the ACT the end of February. A decrease of 5.8% from fall to spring.
  - 61.5% of students were at a 20 or above on the science portion of the ACT given at the end February.
- Class of 23 (as Freshman):
  - In fall, 42% of students were at or above grade level target benchmark on the Math MAP test and 14% are predicted by the Pre-ACT to meet benchmark or above on the Math portion of the ACT.
  - In fall, 74% of students were at or above grade level target benchmark on the Reading MAP test and 38% are predicted by the Pre-ACT to meet benchmark or above on the Reading portion of the ACT.
  - 61.5% of students were at a 20 or above on the science portion of the ACT given at the end February.
- Class of 24 (as 8<sup>th</sup> graders)
  - There is no state assessment data due to the early end to school in the spring.
  - In the spring as 7<sup>th</sup> graders, 47% were proficient or above in math and 46.3% were proficient or above on Fall MAP testing.
  - In the spring as 7<sup>th</sup> graders, 57.1% were proficient or above in reading and 59.1% were proficient or above in the Fall MAP testing.
- African Americans score significantly lower on the ACT when compared to all students.
- ECE students score significantly lower on the ACT compared to all students.
- Freshman have more behavior referrals and more in and out school suspensions than any other grade.
- Freshman also have the highest attendance.
- Attendance digresses as the grade level increases.

### ➤ What does the data not tell us?

- Comparable data is not available to compare from the prior school year due to Covid shutdowns and the cancellation of all state mandated testing. The only data collected was MAP, Pre-ACT and ACT.
- The number of students with significant mental health needs, etc.
- Foundational issues with some students previous educational experiences (multiple long term subs, etc.)
- Attendance incentives

### ➤ What are the causes for concern?

- The continued gap between all students and students with IEP's, specifically in Math and Reading.
- The regression students may experience due to school closings in March
- Providing Tier 2 and Tier 3 academic supports to students.
- Overall Proficiency Levels in Reading and Math
- The amount of Novice students in all areas.

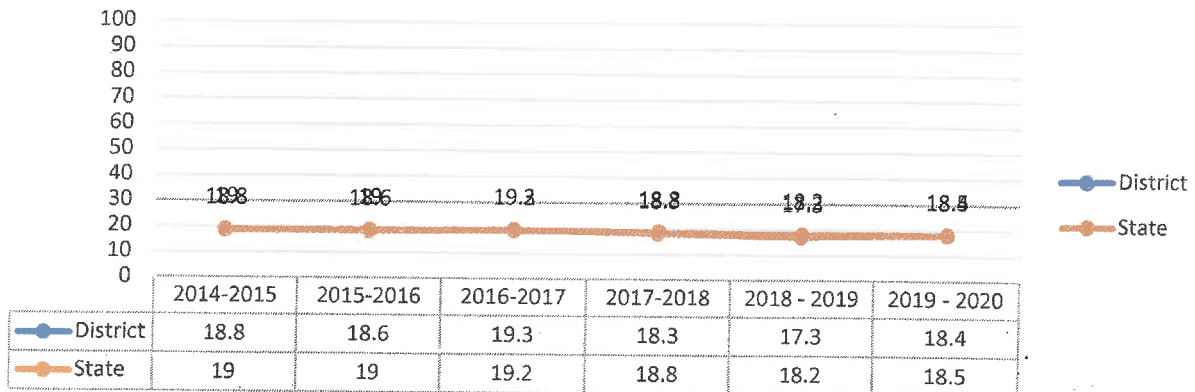
➤ **What are our projected next steps to increase proficiency and close gaps in achievement?**

- Align standards, learning targets, success criteria and engagement strategies at the appropriate levels of rigor in 3 weeks units.
- Create multiple supports for distance learners with small group learnings, ESS after school and Saturday supports.
- Create supports for students that are not successful each 9 weeks to support their learning on power/non-negotiable standards.
- Plan for a schedule in the next calendar year that will provide more academic time for classes and Tier 2 and 3 academic interventions.
- Monitor two benchmarking tools (Learning Checks Midterms and EnCase at the end of March)
- Implement and Refine effective Content PLC's for Planning and Reflecting
- Implement Grade Level PLC's to provide nonacademic support to students (attendance, supplies – Youth Service, emotional/social support – Kid Spot)

## Step 4: Identifying Your Data Trends

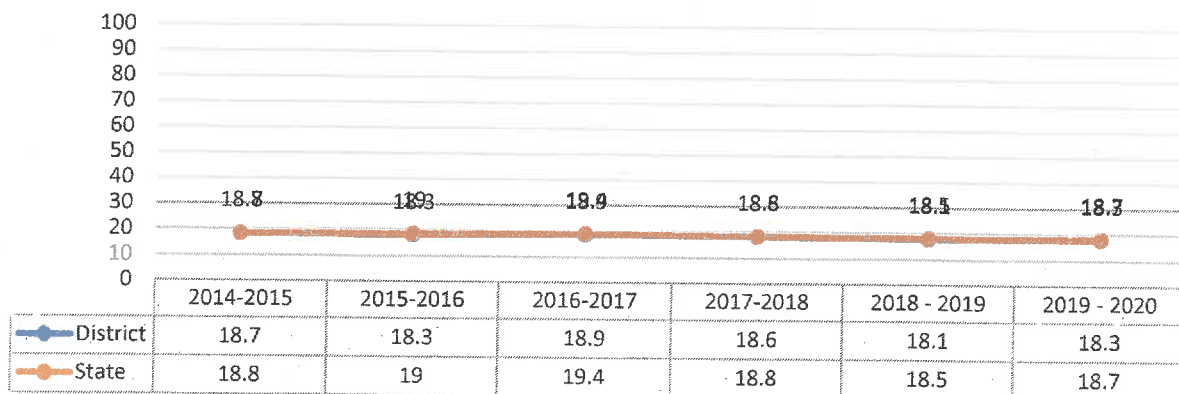
### ACT English

ACT Trend Data - English



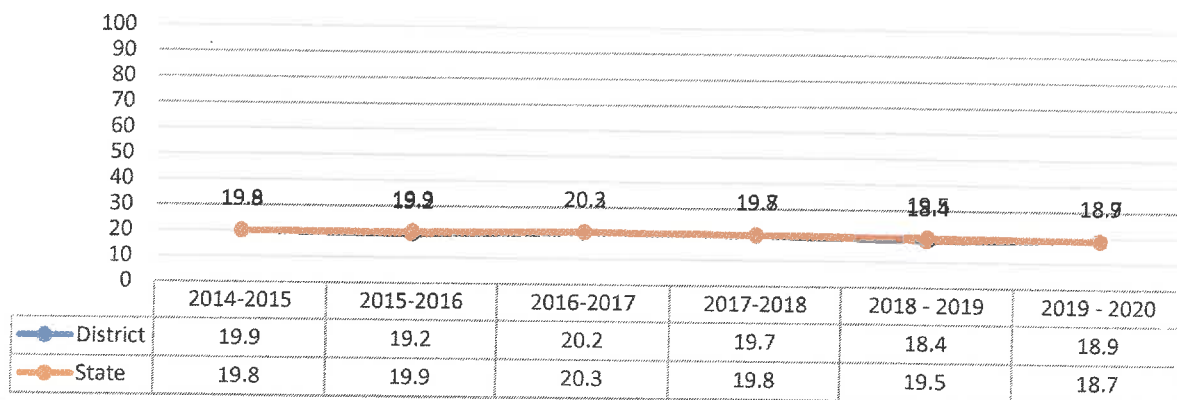
### ACT Math

ACT Trend Data - Math



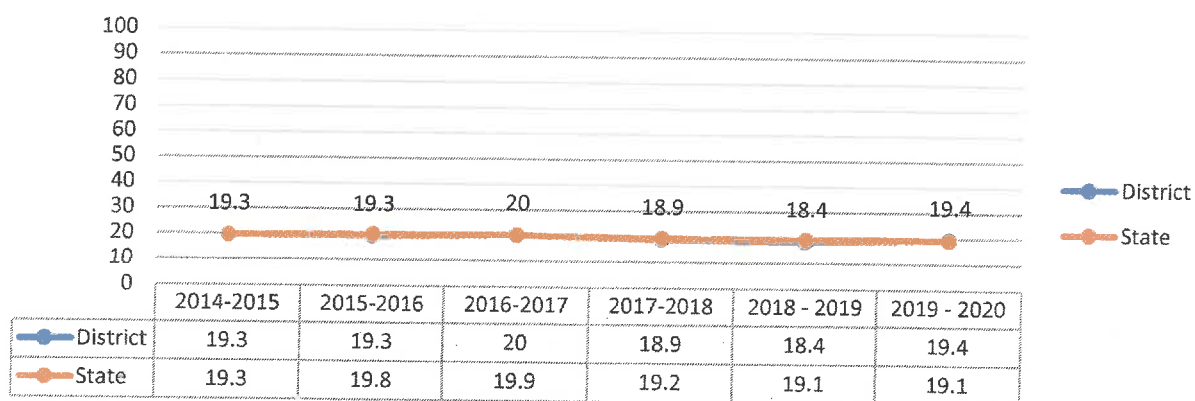
## ACT Reading

ACT Trend Data - Reading



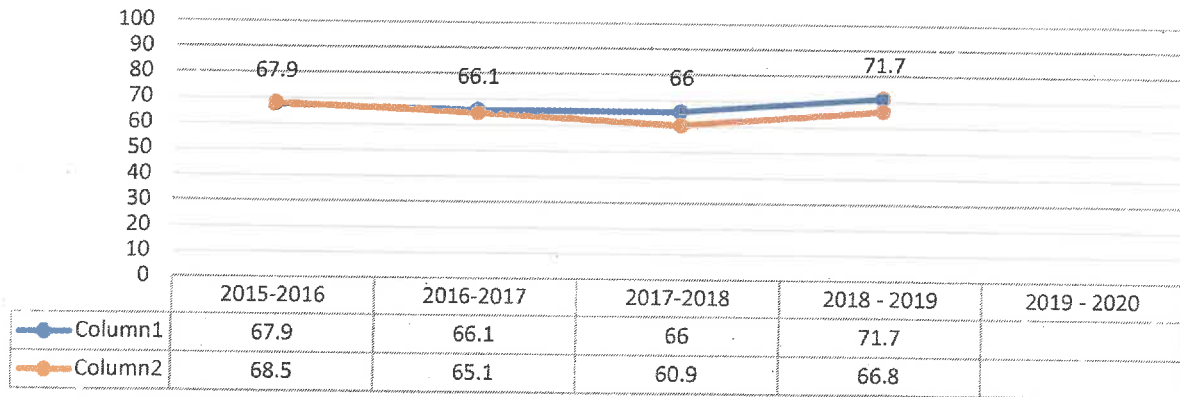
## ACT Science

ACT Trend Data - Science



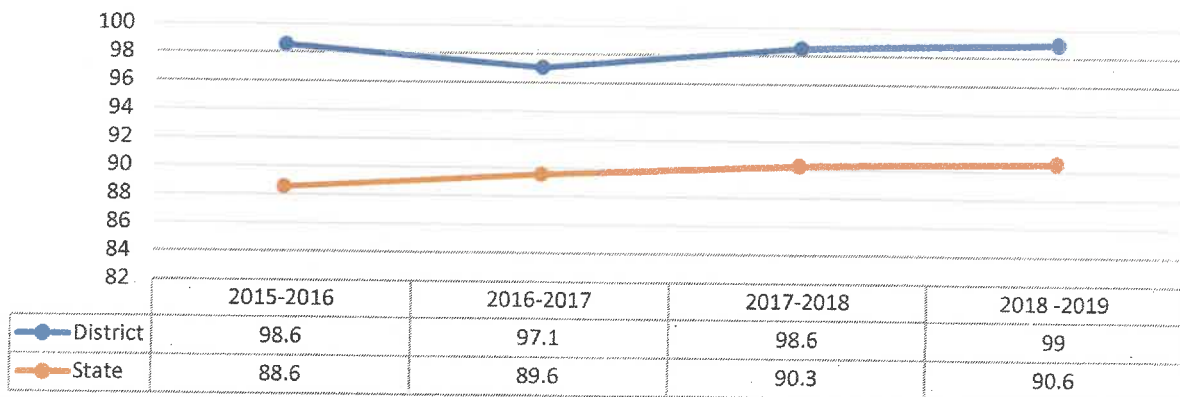
## Transition Ready – (2019 – 2020 No score reported)

Transition Ready Indicator



## Graduation Rate

Graduation Rate



## Cultural and Behavioral Trends

Cultural trend data suggests that improvements need to be focused on the following:

- Increase Academic Supports for teachers and students
- Increase communication with staff for clear understanding of expectations

After reviewing various surveys/perception data the focus of Taylor County High School, the two listed items will be the focus for the 20 – 21 school year. In the Impact Survey, 48% of the staff said the “Feedback and Coaching” were effective being the lowest ranking category of eight. In a separate survey given to the staff this spring, Instructional Support was an area of need identified by the staff. Teachers will be working on instructional units to be shared on Content Google Folders and will be reviewed with feedback provided. Content partners will periodically discuss with administration and content teams for feedback to be given in support moving forward. All tasks asked of the staff will have feedback provided to ensure they are working toward the vision of the school.

The Impact Survey indicated that 52% of staff felt that the communication from leadership was effective. In the spring survey, communication was one of the most listed areas of concerns for teacher. In order to increase communication, weekly memos will be sent to share any events during that week as well as upcoming events. Google Meets and PLC’s will be used to effectively communicate academic supports. One calls and social media postings will be made to communicate with parents and students. To effectively communicate expectations, a teacher and student expectation guide was created for all stakeholders to know what is expected and how we will work together to meet our vision and goals.

+	△
<p><b>20. Describe at least two areas of strength of TCHS (school culture, leadership and planning, scheduling, safety/supervision, clear expectations, instructional processes, collaboration, student behavior management, etc.)?</b></p> <p><b>The ideas below were mentioned 5 or more times to form an overall consensus and begin with most mentioned.</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Collaboration</li> <li>• Safety</li> <li>• Student Opportunities</li> <li>• Instruction/Planning in progress</li> </ul>	<p><b>21. What are areas of concern at TCHS (school culture, leadership and planning, scheduling, safety/supervision, clear expectations, instructional processes, collaboration, student behavior management, etc.)?</b></p> <p><b>The ideas below were mentioned 5 or more times to form an overall consensus and begin with most mentioned.</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Behavior</li> <li>• Clear Expectations</li> <li>• Academics not a focus</li> <li>• Interruptions to Academics</li> <li>• High Academic Expectations</li> <li>• Instructional Support</li> </ul>

## **Step 5: Strengths/Leverages**

**Plainly state, using precise numbers and percentages, as revealed by the current data, the strengths and leverages.**

### **Data-based Strengths**

- Graduation Rate has been above 97% for last six years. It is above state level currently by 8.4%
- Transition Readiness is above state level for the previous three years.

### **Leverages with our Academic Systems**

- Clear process and protocols have been put in place for planning this year.
- Our district is close to one to one and have provided wireless supports, providing each student with a device will help close the achievement gap since all students now have equal access to the same materials.
- Identified students for our Care Team to support.

### **Leverages within our Behavior Systems**

- Grade Level PLC's have been implemented to discuss student behaviors and needs.
- A new behavior management plan was put in place with specific levels to clearly define expectations for all stake holders.

### **Next Steps**

- Support teachers when planning instructional units with feedback in various forms (comments on document, google meets with content partners, and content teams)
- Support teachers in implementing lessons and assessments that capitalize on new learning platforms with instructional supports.
- Clearly define supports for all students when in person and distance learning.
- Continue to implement PLC's to support teachers and student learning.
- Create a schedule for the following school year maximizing academic time and interventions to reduce learning gaps.

## Step 6: Potential Source of Problem

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1-Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4-Review, Analyze and Apply Data Results

5-Design, Align and Deliver Support Processes with Sub-group Focus

6-Establish a Learning Culture and Environment

It is important to remember that student data is **ONLY** the reflection of current conditions of the **KEY PROCESSES** in schools/districts. In order to target work to the appropriate systemic area(s), teams **MUST** consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current "as is" state within EACH of the KCWPs.

- If you can solidly respond with a definitive "yes," then highlight those questions **GREEN**. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions **YELLOW**.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to "will" levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items **RED/PINK**.

- Working well, monitored and evaluated for effectiveness
- Impacting all students in every classroom

- Not systematically in place
- Implementation is spotty
- More conversations needed

- Not on the radar as of right now due to "will" and/or skill levels,
- Not a priority at this time. This may be due to prerequisite activities MUST occur beforehand.

# Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

## Design and Deploy Standards: (What should students know and be able to do?)

Alignment with Kentucky Board of Education Delivery Target: *College and Career Readiness Pathways*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> <li>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</li> <li>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</li> <li>What processes do teachers use to create clear and precise learning targets for students?</li> <li>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</li> <li>How are your district's CTE Pathway courses monitored and evaluated for effectiveness?</li> <li>What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?</li> <li>Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</li> </ul>	<p>In the 2018 – 2019 school year, 18 hours of PD was given along with Friday early release Fridays to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment.</p> <p>Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor.</p> <p>Starting in October, PLC's began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately.</p> <p>An administrator will be in each PLC.</p>

\_\_ LEVERAGE  
 \_\_ CONCERN

Greatest Impact on NR  
 Most 5 4 3 2 1 Least

# Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

## Design and Deliver Instruction: (How will they learn it?)

Alignment with Kentucky Board of Education Delivery Target: *Integrated Methods for Learning*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</p>	<ul style="list-style-type: none"> <li>What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards?</li> <li>What systems of collaboration are in place in order to meet the Tier I educational needs of all students?</li> <li>What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</li> <li>How is learning monitored before, during, and after instruction? (Explicit Instruction)</li> <li>What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success?</li> <li>What is the process used to measure teacher's instructional effectiveness based on student data?</li> <li>How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?</li> <li>How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</li> <li>What system is in place to ensure students take responsibility for their own learning?</li> <li>How does the teacher ensure cognitive engagement versus passive or active engagement?</li> <li>What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?</li> </ul>	<p>The knowledge of standards and assessment aligned to standards must happen first before being intentional with instructional strategies to the level of the standards.</p>

\_\_ LEVERAGE  
 \_\_ CONCERN

Greatest Impact on NR  
 Most 5 4 3 2 1 Least

# Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

## Design and Deliver Assessment Literacy: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: **Novice Reduction**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p>Classroom Assessment for Student Learning</p> <p>emphasizes assessment <b>for</b> learning strategies and:</p> <ol style="list-style-type: none"> <li>1. Provides effective targeted, penalty free practice for students</li> <li>2. Enables students to take responsibility for their own learning</li> <li>3. Improves student motivation and enables students to be in control of their own learning</li> <li>4. Improves student achievement (The previous three result in improved student achievement)</li> <li>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</li> </ol>	<ul style="list-style-type: none"> <li>How do school/district leadership ensure the creation of a balanced assessment system? (CASL work)</li> <li>What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results?</li> <li>How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets?</li> <li>What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction?</li> <li>Describe the process teachers use to make learning targets clear for students?</li> <li>How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication)</li> <li>What type of feedback is given to students on their progression of learning?</li> <li>How do you lead future teacher leaders in using the data for actionable next steps?</li> <li>How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement?</li> <li>How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning?</li> <li>How do school/district leadership monitor and evaluate achievement as related to the learning target and standards?</li> <li>How does the grading system communicate student learning accurately?</li> <li>What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals?</li> </ul>	<p>In the 2018 – 2019 school year, 18 hours of PD was given along with Friday early release Fridays to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment.</p> <p>Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor.</p> <p>Starting in October, PLC's began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately.</p> <p>An administrator will be in each PLC.</p>

\_\_ LEVERAGE  
\_\_ CONCERN

Greatest Impact on NR  
Most 5 4 3 2 1 Least

# Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

## Review, Analyze, Apply Data Results: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment and improvement*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative; summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	<ul style="list-style-type: none"> <li>How do teachers use these different types of assessment to ensure a balanced approach. <ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> <li>Interim</li> </ul> </li> <li>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</li> <li>What questions do school/district leadership want teachers to answer with the data that they collect?</li> <li>What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction?</li> <li>How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</li> <li>What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?</li> <li>How do students know where they are in their own progression of learning?</li> <li>What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?</li> <li>How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?</li> </ul>	The knowledge of standards and assessment aligned to standards must happen first before having valid data to intentional assess student's current state.
<div> <div>LEVERAGE</div> <div>CONCERN</div> </div>	<div> <div>Greatest Impact on NR</div> <div> <div>Most</div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> <div>Least</div> </div> </div>	

## Design, Align, Deliver Support Processes for Novice Reduction-Strategic Level

**Alignment with Kentucky Board of Education Policy**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p>School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<ul style="list-style-type: none"> <li>What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students?</li> <li>How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?</li> <li>What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</li> <li>What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning?</li> <li>What data points inform modification to curriculum and instructional practices?</li> <li>How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?</li> <li>How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP?</li> <li>What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals?</li> <li>How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?</li> </ul>	<p>With new administration, a new behavior management plan has been put in place and will be monitored through Infinite Campus this year.</p> <p>This will be an area that we look at throughout the year, but not the focus.</p> <p>In the current year, we recognize the need for more safety nets and supports for our student and have adjusted the master schedule to support students that are not proficient in reading and math.</p> <p>The CSIP is reviewed at Site Base meetings and PLC's along with updates on our local data measurement tool (MAP) to measure our progress.</p>

LEVERAGE  
CONCERN

Greatest Impact on NR						
Most	5	4	3	2	1	Least

# Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

## Establish Learning Culture and Environment: (What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</i></p>	<ul style="list-style-type: none"> <li>How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness?</li> <li>How do school/district leadership ensure that their classrooms are culturally responsive to student needs?</li> <li>What systems do school/district leadership have in place to address culture in their classrooms?</li> <li>How do behavior systems support an environment where everyone feels safe and wants to learn?</li> <li>What system is in place to address reports of bullying in the district, school, and individual classrooms?</li> <li>What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals?</li> <li>What processes are in place to communicate with parents in order to address barriers to learning?</li> <li>What processes are in place to communicate with students in order to address barriers to learning?</li> <li>What processes are in place to ensure equity within collegial conversations?</li> <li>What processes are in place to promote depth of educator capacity (will and skill) within school/district?</li> <li>What processes are in place to ensure <i>all</i> educators are successful?</li> </ul>	<p>As new administration in the current school year, culture and climate is a high priority.</p>
<p>___ LEVERAGE ___ CONCERN</p>	<p>Greatest Impact on NR</p> <p>Most 5 4 3 2 1 Least</p>	





2020-21 Phase Two: School Assurances\_10312020\_19:50

2020-21 Phase Two: School Assurances

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## 2020-21 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.

## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

☒ Yes

☐ No

☐ N/A

**COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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 Code of Federal Regulations (CFR) 200.26.

☐ Yes

☐ No

● N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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**

9. 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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

17. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

## Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

### COMMENTS

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

☐ Yes

☐ No

☒ N/A

### COMMENTS

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

21. 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**

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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**

25. 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**

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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**

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

A. timely information about programs under Title I;

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

29. 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**

30. 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**

31. 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**

32. The school educates teachers, specialized instructional support personnel, principals, and 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**

33. 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**

34. 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**

35. 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**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report\_10312020\_19:44

2020-21 Phase Two: School Safety Report

**Taylor County High School**  
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## 2020-21 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

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)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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, should not be reported herein until the 2022-2023 school year and beyond.*

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. 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)?

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

Yes

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

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

Yes on Aug. 24th.

7. 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)?

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

We conducted all drills the first 30 days of having students in the building after beginning the year in distance learning.

8. 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)?

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

Yes.

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district 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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## 2020-2021 Phase Three: Comprehensive School Improvement Plan\_12132020\_18:53

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Taylor County High School**  
**Sara Tucker**  
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United States of America

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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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.

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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. 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 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.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


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

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 20 - 21 TCHS CSIP		.

## Comprehensive School Improvement Plan (CSIP)

collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps for all groups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes continuous improvement.

The CSIP is based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. The CSIP is updated annually by the end of the current academic year. There can be multiple objectives for each goal.

The CSIP addresses the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each goal. The CSIP lists six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, *etc.*).

The CSIP is the chosen strategy. There can be multiple activities for each strategy.

The CSIP is developed by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the areas that the CSIP will address and help it prioritize areas for growth.

- Standards
- [KCWP 4: Review, Analyze and Apply Data](#)
  - [KCWP 5: Design, Align and Deliver Support](#)
  - [KCWP 6: Establishing Learning Culture and Environment](#)

The CSIP is the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

The CSIP is the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. The CSIP is the resources used to support (or needed to support) the improvement initiative.

### Improvement Plan

The CSIP lists the goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness. The CSIP lists the following:

The CSIP lists the school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

The CSIP lists the school, these include: separate academic indicator, achievement gap, graduation rate, and transition readiness.

are to five year targets based on the required school level goals. Elementary/middle schools must have goals for academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>approach to systematically address process, practice, or condition that the school focus its efforts upon in order to reach its goals and objectives. There can be multiple strategies for each objective. The strategy can be based on Kentucky's six (6) Core Work Processes and above or another published improvement model (i.e. Six Sigma, Lean, Baldrige, etc.).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or support) the improvement initiative.</p>

**Increase the combined reading and math percentage of proficient/distinguished students from 35.45% in the 2018 - 2019 year to 48% by 2023**

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>P 1: Design and Deploy Standards (20 - 21)</p> <p>both objectives - Focus</p> <p>P 2: Design and Deliver Instruction (20 - 21)</p> <p>both objectives - Focus</p> <p>P 3: Design and Deliver Assessment Literacy (focused on next year)</p> <p>both objectives - Beginning</p>	<p><b>20 - 21 Focus Activities: 1, 3, 5</b>  <b>20 - 21 Beginning Activities this year and Focus for next year: 2, 6</b>  <b>21 - 22 Implement Activities: 4</b></p> <p><b>Activity 1:</b> Teachers/content partners will plan three week units that are aligned and to the level of the standards with in the unit.</p> <p>***all strategies</p> <p><b>Activity 2:</b> (PLC Protocols for Continuous Improvement)  The PLC Protocol Process will be the system that we use to guide the continuous improvement at Taylor County High School. PLC teams will meet monthly to analyze and review assessment data utilizing the PLAN DO-STUDY-ACT protocol to monitor student progress and to inform instructional practices. This collaborative analysis will be the foundation to identify areas of strengths and needs in order to plan effective interventions and enrichments to promote student growth. (Introduced this year and emphasize next year)</p> <p>***all strategies</p> <p><b>Activity 3:</b> (Curriculum Alignment &amp; Unit Planning)  Departmental teams will develop instructional units (approx. 3 weeks in length) and common unit assessments that match the intent and the rigor of the standards. Teams will regularly</p>	<p>Common Assessments  Longitudinal Chart,  Learning Checks,  Encase End of Course test</p> <p>Activities 1, 3, 5</p>	<p>All PLC collaborative Teams  Administrative Team</p>	<p>EnCase provided by the district</p>

**Increase the combined reading and math percentage of proficient/distinguished students from 35.45% in the 2018 - 2019 year to 48% by 2023**

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>review and revise curriculum maps and instructional units in order to ensure the continued growth of students.</p> <p>***all strategies</p> <p><b>Activity 4:</b> Develop, implement and monitor the item analysis portion (Study) of the Plan Do Study Act (PDSA) protocol within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.** (focus of next year) (focus more on next year)</p> <p>***all strategies</p> <p><b>Activity 5:</b> Provide Professional Development on the roll out of new standards and research/evidence based strategies to be implemented in unit planning and delivered in the instructional process.</p> <p>***all strategies</p> <p><b>Activity 6:</b> Continue the use of EnCase/Learning Checks/ACT with fidelity school wide to increase all student progress toward proficiency (next year focus)</p> <p>***all strategies</p>			

Indicator goal.):

## ned science, social studies, and writing on demand for all students from the 2018 - 2019 score of 41.6% (Science and parate academic indicators) by 2023.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>P 1: Design and Deploy</p> <p>lards</p> <p>l objectives</p> <p>P 2: Design and Deliver</p> <p>uction</p> <p>l objectives</p> <p>P 3: Design and Deliver</p> <p>sment Literacy</p> <p>th objectives</p>	<p>20 – 21 Focus Activities: 1, 3, 5</p> <p>20 – 21 Beginning Activities this year and Focus for next year: 2, 6</p> <p>21 – 22 Implement Activities: 4</p> <p>Activity 1: Teachers/content partners will plan three week units that are aligned and to the level of the standards with in the unit.</p> <p>***all strategies</p> <p>Activity 2: (PLC Protocols for Continuous Improvement)</p> <p>The PLC Protocol Process will be the system that we use to guide the continuous improvement at Taylor County High School. PLC teams will meet monthly to analyze and review assessment data utilizing the PLAN-DO-STUDY-ACT protocol to monitor student progress and to inform instructional practices. This collaborative analysis will be the foundation to identify areas of strengths and needs in order to plan effective interventions and enrichments to promote student growth. (Introduced this year and emphasize next year)</p> <p>***all strategies</p> <p>Activity 3: (Curriculum Alignment &amp; Unit Planning)</p>	<p>Common Assessments, Study Island (Science)</p>	<p>All PLC collaborative Teams</p> <p>Administrative Team</p>	<p>EnCase provided by the district</p>

Indicator goal.):

ned science, social studies, and writing on demand for all students from the 2018 - 2019 score of 41.6% (Science and parate academic indicators) by 2023.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Departmental teams will develop instructional units (approx. 3 weeks in length) and common unit assessments that match the intent and the rigor of the standards. Teams will regularly review and revise curriculum maps and instructional units in order to ensure the continued growth of students.</p> <p>***all strategies</p> <p>Activity 4: Develop, implement and monitor the item analysis portion (Study) of the Plan Do Study Act (PDSA) protocol within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.** (focus of next year) (focus more on next year)</p> <p>***all strategies</p> <p>Activity 5: Provide Professional Development on the roll out of new standards and research/evidence based strategies to be implemented in unit planning and delivered in the instructional process.</p> <p>***all strategies</p> <p>Activity 6: Continue the use of EnCase/Learning Checks/ACT with fidelity school wide to increase all student progress toward proficiency. (next year focus)</p>			

Goal 1:

and math proficiency rates for students that are economically disadvantaged (24.75%) and students with IEP's (0%) in  
 student or distinguished to 26% by 2023.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Strategy 1: Design and Standards	<p><b>Activity 1:</b> (PLC Protocols for Continuous Improvement)            The PLC Protocol Process will be the system that we use to guide the continuous improvement at Taylor County High School. PLC teams will meet weekly to analyze and review assessment data utilizing the PLAN-DO-STUDY-ACT protocol to monitor student progress and to inform instructional practices. This collaborative analysis will be the foundation to identify areas of strengths and needs in order to plan effective interventions and enrichments to promote student growth.</p> <p><b>*Both Objectives</b></p> <p><b>Activity 2:</b> For students not on track to be transition ready each 9 weeks, ESS supports and academies will use work provided by certified staff with fidelity and front loading to increase all student progress toward proficiency/success.</p>	<p>Common Assessments,            Google Classroom</p>	<p>Teacher and Administration            Monitoring weekly</p> <p>Bi-weekly meetings with            Administrations to evaluate and            intentionally schedule students not on            track to be transition ready.</p> <p>Grade Level PLC Collaborative teams</p>	
Strategy 3: Design and Assessment Literacy				

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Activity 1:			

is goal.): Increase the percentage of students that are transition ready (academic or career) from 68.3% to 90% by 2023.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Strategy 1: KCWP 4- ew, Analyze and Apply	Activity 1: Refine the current tracking system aligned to changing state accountability.	TCHS Transition Readiness Spreadsheet	Administrative Team Guidance Counselors Transition Readiness Advisor	N/A
	Activity 2: Create a systematic approach of tracking students for each piece of college and transition readiness (college and career pathways).			
	Activity 3: Implement a system of supports and monitoring to ensure all students achieve transition readiness through the work of a Transition Readiness Advisor.			

al.): Maintain a Graduation Rate of 97% or above by 2023.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Strategy 1: KCWP 5- Design, n and Deliver Support	<b>Activities to Deploy Strategy</b> Activity 1: At-Risk team meets monthly to discuss students that are potentially at risk and monitor those that are identified as at-risk.	<b>Measure of Success</b> Odysseyware, student report card, attendance records	<b>Progress Monitoring Date &amp; Notes</b> Administrative Team DPP At-Risk Coordinators Guidance Counselors Virtual Learning Teachers	<b>Funding</b> \$35,000- Odysseyware- district assistance
	Activity 2: Provide mentors for at-risk students, assistance for academic deficiencies, flexible scheduling, etc.	Odysseyware	Administrative Team DPP At-Risk Coordinators Guidance Counselors Virtual Learning Teachers	

[illegible]

## Support and Improvement (TSI) Schools

p(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully review 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 subgroup(s), provide narrative information regarding the additional requirements for TSI schools in the following chart:

**Leadership Development And Support:**

chool leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for

**es Inequities:**

to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to  
ed resource inequities will be addressed.

### **Evidence-Based Interventions:**

revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-  
incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice  
ility? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate

	Evidence Citation	Uploaded in eProve
teaching	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

### **The Causes Of Consistently Underperforming Subgroups Of Students**

to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of

## Comprehensive Support and Improvement (CSI) Schools

Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement 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 must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified on the 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 the school's analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three items 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 for final approval.

1) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices can be found on KDE's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or policies. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the results of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the ["Documenting Evidence" section of KDE's Evidence-based Practices website](#).

Upload the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

	Evidence Citation	Uploaded in eProve
Teaching	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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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



## 2020-21 Phase Three: Executive Summary for Schools\_12132020\_19:55

2020-21 Phase Three: Executive Summary for Schools

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## 2020-21 Phase Three: Executive Summary for Schools

. 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?

Taylor County High School has an enrollment of just under 860 students in grades 9-12 for the 2020 - 21 school year. Taylor County is a rural community in Campbellsville, Kentucky. Our district has a newer school. Our new building provides our students the opportunity to learn, work, and perform in a state-of-the-art facility that features student-run businesses, career technical programs, and arts & humanities programs including one of the best-equipped auditoriums in the state. Taylor County School District is recognized by the state as a District of Innovation (one of only 13 in the state) which allows the district to continue to explore new pedagogical concepts, including alternative and innovative instructional delivery methods and personalized learning plans. We were also one of the 13 districts to pilot the Non-Traditional Instructional Days that allow students to continue learning even when inclement weather or emergency situations keep students at home. Our high school students have access to Google Chromebooks in most classrooms, and all students and staff have google drive and google classroom accounts that provide opportunities for paperless learning. Approximately 51% of our high school students are economically disadvantaged. Our student body is approximately 90.6% Caucasian and 9.4% of minority students (primarily African American, Hispanic, and Asian). Our staff is approximately 99% Caucasian as well. Taylor County has a population of approximately 25,420. The median income for Taylor County is \$35,521. Our community's 3 largest employers are Taylor Regional Hospital, Amazon.com, and our school district. The Taylor County School District is the third-largest employer in the county, employing nearly 400 full-time staff members. Many families also make their living from agriculture and agriculture-related businesses, while other families in our community make their living commuting up to three hours a day to the more metropolitan areas of Louisville, Elizabethtown, and Lexington. Over the past nine years, our district has become a performance based educational system challenging students to work at their individual academic level rather than at the level prescribed by their chronological age. This allows our juniors and seniors to focus on AP and Dual Credit courses, internships, job co-ops, and classes at the local university. As a school, we have maintained a focus on college and career readiness and the number of students who have graduated as college and/or career ready has steadily increased over the past eight years. We have had zero dropouts for the past eight years and work hard to put strong supports around our at-risk students. The Professional Learning

Community (PLC) is an important feature of Taylor County High School and district wide all students are released at 1:00pm on Fridays to allow for teacher collaboration. All teachers meet weekly in professional learning teams to analyze assessment data and instructional strategies in order to determine student progress and inform future instruction, including interventions and enrichment opportunities. This time is so valuable in designing a curriculum that meets the needs of all of our students.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our district's mission is "At Taylor County Schools, we to set high expectations and work together to help all students succeed." The school vision is for all students to be transition ready to college and the community. The community vision is #TCPRIDE: Partnerships. Performance. Pride. It is the priority of TCHS administration and staff to increase the rigor of the curriculum, to improve the relevance of the content, and to continue to build strong relationships with our students and parents. We continue to improve the support services that we offer for students, so that their academic, personal, physical, and mental health needs are met in order for all students to find success. At TCHS, we give students choice and voice in their education. While we offer guidance and support, our goal is to graduate independent learners who are prepared to meet the demands of college and the workforce. We strive for every graduate to be career (transition) ready and/or college-ready. This is a school-wide focus that comes first when making any decisions about a student's pathway or course of study.

. 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.

Notable Achievements: a) Student-run businesses: Fancy That Gift Shop, Cardinal Financial Center, Cardinal Kroger, Cardinal Corral Catering, TCHS Greenhouse, T-Signs (art), TCHS Cosmetology, CKPREP (thrift store) b) Strong Professional Learning Communities (PLCs) focused on student achievement. c) TCHS has had zero dropouts for the past eight years. d) TCHS surpassed the state 60.9% transition readiness with a score of 71.1% in 18 - 19 (no score reported for 19 - 20). We set our goal for the year at 76% as guided by the state. e) Taylor Co FFA has been named a Model of Excellence three years in a row. The first chapter in Kentucky to achieve that honor. f) Our district was awarded a \$2.3 million grant to renovate the old elementary school into a career center. Construction was completed and there are

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multiple career courses offered to our students and other local school districts. g) TCHS offers a full array of Dual Credit and AP options. Many students graduate with more than 30 college credit hours. h) TCHS has set a goal of increasing our ACT score of 19 to a 20 to align us to surrounding districts and the state average.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_12132020\_19:57

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached

### **ATTACHMENTS**

**Attachment Name**

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## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Taylor County High School has high expectations for all students with ESS supports provided for all.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We have yet to close any gaps.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

The gap area of concern for TCHS is our IEP students and African American population. This population of students is 14% and 1% of the school and has shown little progress. All other areas have shown to perform very closely to the overall population.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The gap area of concern for TCHS is our IEP students and African American population. This population of students is 14% and 1% of the school and has shown little progress. All other areas have shown to perform very closely to the overall population.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Due to processes and procedures not being fully implemented yet has detained these groups from being fully successful.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

As we were preparing for school this year, the ECE department collaboratively created a plan to improve our ECE population's growth and proficiency success.

## **ATTACHMENTS**

### **Attachment Name**

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

The 20 - 21 Professional Development was based on planning using frontloading to address gaps/previous standards to make the student successful in current content and Teacher Clarity/success criteria to allow our stakeholders to know clearly how to be successful for each target.

### III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached

#### **ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> <div></div> <div>20 - 21 Achievement Gap Goals</div> </div>		<div> <div></div> <div>• III</div> </div>
<div> <div></div> <div>20 - 21 Gap Groups</div> </div>		<div> <div></div> <div>• I</div> </div>
<div> <div></div> <div>20 -21 ECE closing the Gap plan</div> </div>		<div> <div></div> <div>• II.F</div> </div>

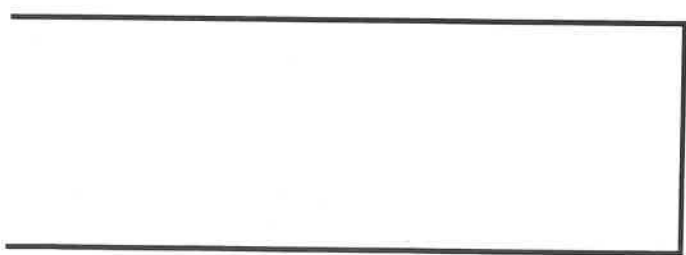
Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Objective 1: Increase students at an economic disadvantage in reading (27.4%) and students with IEP's (0%) from a combined score in the 2018 – 2019 of 13.7% to 22% (ED 34% and IEP 10%) in 2021.	Strategy: KCWP 1: Design and Deploy Standards	<p><b>Activity 1: (PLC Protocols for Continuous Improvement)</b></p> <p>The PLC Protocol Process will be the system that we use to guide the continuous improvement at Taylor County High School. PLC teams will meet weekly to analyze and review assessment data utilizing the PLAN-DO-STUDY-ACT protocol to monitor student progress and to inform instructional practices. This collaborative analysis will be the foundation to identify areas of strengths and needs in order to plan effective interventions and enrichments to promote student growth.</p>	Common Assessments, Google Classroom	Teacher and Administration Monitoring weekly
				Grade Level PLC Collaborative teams
	Strategy: KCWP 3: Design and Deliver Assessment Literacy	*Both Objectives		Bi-weekly meetings with Administrations to evaluate and intentionally schedule students not on track to be transition ready.

**Objective 2:**

Increase students at an economic disadvantage in math (22.1%) and students with IEP's (0%) from a combined score in the 2018 – 2019 of 11% to 20% (ED 29.2% and IEP 10%) in 2021.

**Activity 2:** For students not on track to be transition ready each 9 weeks, ESS supports and academies will use work provided by certified staff with fidelity and front loading to increase all student progress toward proficiency/success.

Funding Mechanism and Amount	
	None



Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged/418	51.90%
English Learners/0	0%
ECE/115	14.30%
African American/7	1%
Hispanic/5	1%



## 2020-21 Phase Three: Professional Development Plan for Schools\_12132020\_19:58

2020-21 Phase Three: Professional Development Plan for Schools

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

### Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

#### 1. What is the school's mission?

TCHS's mission is to uphold the highest academic, behavioral, and social expectations as well as work collaboratively to ensure all students succeed. We also understand that missions are only words without action. We believe that our core values (1. We are students of learning. 2. We apply a growth mindset. 3. We believe in collaboration. 4. We are student-focused. 5. We are solutions-oriented. 6. We believe in second-chance learning.) will guide our daily actions to reach our mission and goals.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

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assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

After reviewing academic, non-academic, and perception data, the two critical areas TCHS will focus on are (aligned and coherent) curriculum and clarity.

3. How do the identified **top two priorities** of professional development relate to school goals?

The school's top two priorities directly relate to our goals to increase student achievement in all areas by creating curriculum systems of coherent and aligned instruction as well as teacher and student clarity. This will ensure a viable curriculum and student success.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Currently, in this school year, we are working to build units that are three weeks in length, standards "chunked" to be taught to mastery, learning targets and success criteria for students to understand their goals, frontloading skills needed to be successful for the unit, and engaging activities. This year has been focused on teacher clarity. Next year, we will continue to work on teacher clarity with the focus of continuing to revise units to create aligned and coherent units and specifically focus on assessments. We want to ensure that our assessments are scaffolded to the level of the standard in order to measure if our students have mastered to the desired level.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results will be for students to achieve mastery and learning at a higher level, teachers are accurately measuring their learning and are able to identify and spiral standards not mastered in a timely manner.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be units that are coherent and aligned with sound assessments that accurately measure the level of the standards.

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4d. Who is the targeted audience for the professional development?

Certified staff will be the targeted audience.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students will be impacted as a result of this professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The main resource will be the time to create the training and time for the teachers to implement the training. They will need any and all resources for creating valid assessments.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Throughout the year, units and assessments will be monitored in a timely manner with feedback provided. We will also meet as content partners and teams (PLC's) to discuss unit plans to generate ideas and support for content needs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Throughout the year, units and assessments will be monitored in a timely manner with feedback provided. We will also meet as content partners and teams (PLC's) to discuss unit plans to generate ideas and support for content support. We will monitor local data with our unit data on a longitudinal chart discussed in PLC's, use benchmark testing with EnCase and state/national testing. All of these will be used to monitor the progress of the alignment of our curriculum.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Currently, in this school year, we are working to build units that are three weeks in length, standards "chunked" to be taught to mastery, learning targets and success criteria for students to understand their goals, front-loading skills needed to be successful for the unit, and engaging activities. This year has been focused on teacher clarity. Through the planned PD, we will increase teacher clarity by continuing clarity with assessments and feedback. We will also implement sharing clarity with students effectively using success criteria with goal setting and progress in self awareness in student learning.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

As we are increasing teacher knowledge of what specifically is being asked in each standard and effectively planning (instruction and assessments) ways for students to master them, it begins to eliminate "fluff" and unnecessary work. By teachers continually revising and improving, they are implementing a growth mindset of striving to always improve. By learning and implementing student clarity, it allows us to teach students what they are learning, how they know they have learned it, and how to improve.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be teachers will have clear assessments with rubrics, and be able to provide specific feedback. Teachers will be able to provide students with success criteria, a clear road map of how they will get there, and what success looks like (examples). Students will be able to vocalize these phases of their learning.

5d. Who is the targeted audience for the professional development?

Certified staff is the targeted audience.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students are the impacted sector.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

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The main resource will be the time to create the training and time for the teachers to implement the training. They will need any and all resources for creating clearly aligned assessments and examples of effective feedback.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Throughout the year, units and assessments will be monitored in a timely manner with feedback provided. We will also meet as content partners and teams (PLC's) to discuss unit plans to generate ideas and support for content needs.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Throughout the year, units and assessments will be monitored in a timely manner with feedback provided. We will also meet as content partners and teams (PLC's) to discuss unit plans to generate ideas and support for content support. Student clarity will be monitored by reviewing units, walk-throughs, and student data (formative and summative assessments).

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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