

Phase Three: Comprehensive Improvement Plan for Schools_01062019_13:35

Phase Three: Comprehensive Improvement Plan for Schools

McCreary Central High School

Sharon Ross-Privett
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Stearns, Kentucky, 42647
United States of America

Last Modified: 01/06/2019

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

Please see the attachment for complete goals, objectives, and activities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCHS CSIP Goals 2018 2019	CSIP Goals	

McCreary Central HS Phase Three: Executive Summary for Schools_01152019_10:10

Phase Three: Executive Summary for Schools

McCreary Central High School

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Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

McCreary Central High School is located in Stearns, KY near the Daniel Boone National Forest and Big South Fork National River & Recreation Area. McCreary County is geographically positioned in southeastern KY on the Cumberland Plateau. The current population of McCreary Co. is approx. 18,000 with the school serving 780+ students in grades 9-12. Population demographics of McCreary Co. is 91% white with 41% living below the poverty level. Seventy-nine percent of McCreary Central High School's students are served through the Free & Reduced Lunch program and none are English-language learners. Most families receive government assistance or federal benefits. The majority of our staff is composed of individuals from the region. The average teaching experience is 11.8 years and 85% have earned advanced degrees. Our community is experiencing a reduction in population due to limited employment opportunities. This is reflected in the steady drop in enrollment in our school over the past 5 years. While local government is working on initiatives to improve the socioeconomic climate, there has been minimal change. Unique challenges stem from residing in an impoverished area with limited resources. Our school is the only traditional high school in our community. Commerce, cultural opportunities, access to advanced health care, and the need to travel great distances to participate in any of these presents barriers to our students. The local community college center has greatly reduced their offerings to the point of being non-existent in terms of student programs. Our school, however, benefits from Title I and other grant funding that provides state-of-the-art technology, current materials, and special programs to support transitioning and achievement. McCreary Central High School is a locally-operated vocational education center (LAVEC) which provides career and technical education programs to our students on the high school's campus. Currently, 9 pathways are offered; many of them ending with industry certifications, dual-credit, or articulated credits. Students also benefit from dual credit courses through Eastern KY University and The University of The Cumberlands.

ATTACHMENTS

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School's Purpose

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 mission at McCreary Central High School is to offer all Students a challenging education in a safe and supportive Environment that ensures a successful transition to the post-secondary or work environments. This year, our focus has been on partnering students with post-secondary opportunities through established connections after graduation. The #BeyondTheDiploma campaign includes the support of 3 college coaches, guidance and admission counselors, WIOAA, 6 undergraduate institutions, military recruiters, and 8 employers. Each senior has identified at least one post-secondary "agent" to assist with their transitioning to adult life. Our expectations are that students will achieve to meet requirements/benchmarks towards their education and professional goals with support from agencies and programs.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

McCreary Central High School is categorized as "Other." Our graduation rate (96.8%) exceeds the state average of 90.8%. Also, McCreary Central High School was named a National School of Excellence by the National BETA Society. US News & World Report recognized McCreary Central High School as a National Best High School for 2018. Areas identified for improvement this year are: reading and math achievement, novice reduction in all content areas, increased science achievement, exceeding an average of 21 on the ACT composite for all students, increasing our graduation rate, and reducing the achievement gap for students with disabilities in reading.

ATTACHMENTS

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Additional Information


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

The expansion of dual credit programs has provided many students with college credits at reduced or no tuition. Our school has experienced increased success due to focusing on meeting standards, partnerships, and support of outside agencies and grants. The #BeyondTheDiploma Initiative has provided 12th graders with workplace learning opportunities through internships, apprenticeships, and cooperative learning.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCHS Pathways	MCHS Pathways	

Phase III: Goal Builder for Schools_2018 2019

Phase III: Goal Builder for Schools

McCreary Central High School

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes 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.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 McCreary Central High School CSIP Goals 2018 2019	Goal Builder Document CSIP 2018 2019	

**McCreary Central HS Phase Two: The Needs Assessment for
Schools_01152019_08:36**

Phase Two: The Needs Assessment for Schools

McCreary Central High School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Student data is monitored, analyzed, and reacted to immediately following receipt of student data from benchmark, standardized, and classroom assessments. The school's Novice Reduction Team meets each month to review data from novice performance. MCHS SBDM reviews student data each month. Each of these meetings is documented through agendas, minutes, and data reports. Data is shared through Google Drive, GradeCam, IC, and student data reports. All teachers submit data according to the school's Assessment Plan and review the compiled data to determine necessary action steps. McCreary Central High School currently uses CERT (College Equipped Readiness Tool) Assessments as the readiness indicator for placement and intervention.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The emphasis of ACT benchmarking for dual credit beginning in the Sophomore year has created an "apathy" gap for Juniors attempting their required March ACT. Teachers are now using CERT assessment data and curriculum to address proficiency in reading and math on the ACT. We saw a drop in proficiency in math (CERT). Reading proficiency for MCHS was 59.4 which was above the state's score of 45.4. Math Proficiency Indicators was 51.8 compared to 37.5 at the state level. Phase II: The Needs Assessment School Diagnostic Understanding Continuous Improvement: The Needs Assessment Phase II: The Needs Assessment School Diagnostic Report - Generated on 01/15/2019 McCreary Central High School Powered by AdvancED eProve Page 4 of 6 Our transition rate with bonus is 67.4 and our graduation rate is 97.8 (4-year adjusted cohort rate.) Both are above the state results for these components. Our emphasis on industry certification and going Beyond The Diploma through added transition events have supported the growth we have seen in both areas. Attendance has increased for both students and teachers. Discipline referrals and suspensions also decreased. Our school has placed significant resources in our transitioning plans.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Math continues to be the lowest scoring content area. Over the past 3 years, the trend for math proficiency runs approximately 30% for all students. Students with disabilities are the lowest scoring subpopulation for reading proficiency at 21.1% in 2018. Science is the next low scoring area for all students. Although proficiency rates in science have increased by 13% for all students over the past 3 years, 29.8% of all students scored proficient in 2018.

ATTACHMENTS

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Trends

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

Priorities identified for improvement for McCreary Central High School are: student achievement in math for all students, students with disabilities achievement in reading and graduation rate, lack of parent involvement, poverty, and readiness. Our drop-out rate negatively impacts our graduation percentage.

ATTACHMENTS

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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

Potential sources of barriers to student achievement and graduation are: lack of parental involvement, limited work-related experiences through partnerships in our community, and underresourced learners living in poverty.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.




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

Students with disabilities have consistently increased in math achievement over the past 3 years from 30% proficiency in 2015 to 78.6% in 2017. Students in the NDG have increased in reading proficiency from 43.1% in 2015 to 51.3% in 2017. Both social studies and writing proficiency have increased (social studies from 33.1% to 49% and writing 39.2% to 61.5%) from 2015 to 2017. Readiness percentages for FRAM have increased from 47.6% to 59.5% from 2015 to 2017. Our school's graduation rate has exceeded state average for all populations for 3 years (2015 to 2017.)

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCHS CERT Calculator	This is the Fall/Winter Monitoring Form for CERT	
 MCHS CERT Individualized Instruction & Remediation Plan	MCHS CERT Individualized Instruction & Remediation Plan	
 MCHS CERT Intervention & Support Plan	This is the CERT Intervention & Support Plan	

**McCreary Central HS Phase Three: Closing the Achievement Gap
Diagnostic_01152019_09:58**

Phase Three: Closing the Achievement Gap Diagnostic

McCreary Central High School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Identified gap groups at McCreary Central High School are students with disabilities and students participating in Free & Reduced lunch. (See attached.)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

The total student enrollment at McCreary Central High School is 785 students. Our school currently has 101 students with disabilities and 588 students participating in free or reduced lunch. Our school provides resources, courses, and qualified staff to support student achievement. Students with disabilities have access to grade-level appropriate curriculum, post-secondary transition events, and participate in all recognition, benchmarking, and monitoring events. They are supported with appropriate technology, research-based instructional strategies, diagnostic testing, intervention programs, consultants, and special grant opportunities which provide additional support for their achievement and transitioning skills. Since most of our campus is composed of students whose incomes are below the poverty level, our YSC, college coaches, CTE, and GearUp programs provide much-needed support for our students and their families. Our school hosts a locally-operated (LAVEC) vocational program which offers 9 career pathways leading to industry certification and/or readiness.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The most persistent achievement issue exists in math - not due to comparison to all students but due to low achievement. While all students scores are also low, the overall lack of achievement is an area identified for improvement for all students. A reverse gap exists for students with disabilities in science. A significant gap exists in reading between all students and students with disabilities. All students performed at 40.2 proficiency in reading. In comparison, students with disabilities performed at 27.2% proficiency. Students participating in free and reduced lunch performed at 37.8% proficiency in reading which is within range comparable to all students. Writing performance of all students is 42.7% proficiency. Students with disabilities performed at 30.8% proficiency. Students participating in free and reduced lunch performed at 50% proficiency.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Math Proficiency slightly increased by .7% for all students (from 28.6% to 29.3%.) Science Proficiency increased 16.1% for students with disabilities (from 18.5% to 34.6%.) Reading Proficiency slightly increased by 3.2% for students with disabilities (from 24% to 27.2%.)

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading Proficiency decreased by 15.1% for all students (from 55.3% to 40.2%.) Reading Proficiency decreased by 13.6% for FR Lunch students (from 51.4% to 37.8%.) Math Proficiency decreased by 63.6% for students with disabilities (from 84.7% to 21.1%.) The decrease is consistent with all students. Science Proficiency decreased by 7.5% for FR Lunch students (from 35.9% to 28.4%.)

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school's development plan contains components for each content area and instructional strategies. It is compiled from data disaggregation of student data, teacher requests, compliance,

and building/district instructional initiatives. The plan addresses subpopulation activities for teachers of students with disabilities (SESC Cooperative and poverty (Eric Jensen.) Our ESS plan includes extended learning opportunities to all students and subpopulations for academic intervention and supports, and transitioning.

ATTACHMENTS

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

Socioeconomic status of our community continues to present financial and resource barriers to students participating in FRAM. Fluctuating numbers in students with disabilities negatively impact class size.

G. 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.

Data disaggregation of accountability data occurs after receipt of data. Each dept. conducts PLCs to monitor individual student achievement. The novice reduction team participates in the district's annual data retreat to review data and develop the school's improvement plan and activities. Our SBDM council reviews student data each regular meeting and monitors the improvement plan each quarter. Our school also completes after-action reviews following each administration of CERT/benchmark assessment. Each Spring Semester, teachers complete a departmental planning packet for the following school year. District learning walks are conducted by district and school administrators to provide feedback through the eleot walkthrough process. Data is compiled and reviewed by leadership for continuous improvement.

III. Planning the Work

Gap Goals

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).

Measurable goals for identified gap population(s) and content areas for the current school year are required in the comprehensive improvement plan. These goals should be based on trend data identified in Section II of this diagnostic as well as universal screeners, classroom data, end-of-course, ACT, and RTI data. Use a single goal with multiple objectives (i.e., Combined reading and math is one goal with two objectives – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to each content area).

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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.

PLCs will monitor progress of each activity. Results will be shared with the Improvement Planning Committee, shared with SBDM Council, and updated through the Goal Builder.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCHS Achievement Gap Group Spreadsheet	Achievement Gap Group Spreadsheet	I, III
 MCHS Gap Group Analysis	MCHS Gap Group Analysis	III
 MCHS SBDM Process	MCHS SBDM Process	III

McCreary Central HS Phase Two: School Assurances_01152019_09:17

Phase Two: School Assurances

McCreary Central High School

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
 - ☐ No
-

- ☐ N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCHS CERT Intervention & Support Plan	MCHS CERT Plan	3, 5, 6