McCreary Central HS 2021-2022 Phase Three: Comprehensive
School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

McCreary Central High School
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2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
        Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

McCreary Central High School's SBDM Council elected to maintain goals from the previous CSIP due to limited student data. Objectives were revised to extend timelines and activities were revised to include new initiatives and programs.

ATTACHMENTS

Attachment Name

📄 McCreary Central HS KDE Comprehensive Improvement Plan for Schools 2021 2022

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Operational Definitions

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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 McCreary Central HS KDE Comprehensive Improvement Plan for Schools 2021 2022	McCreary Central HS KDE Comprehensive Improvement Plan for Schools 2021 2022	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required school goals include the following:
  o For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  o For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency

Goal 1. McCreary Central High School will increase the Proficiency Indicator from 51.7 to 70.0 by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase student achievement in math from 22.8% to 64% of all students scoring proficient on the math KSA assessment by June 2023.	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Teacher recommendations for student placement. Math proficiency in math for participation in dual credit and work-based learning per SBDM Policy.	Master Schedule and Schedule changes	Each 9 weeks, teachers will review student data to make recommendations for change of placement, credit recovery, or Intervention. Data from Quizizz, Ed Puzzle, and IXL.	NA
		Teachers will prepare student data sheets to monitor achievement with ongoing data points	Data Sheets	After each benchmark assessment, student data sheets will be updated and categorized by performance level and assigned teacher.	NA
	Curriculum development aligned to standards. (KWCP1)	Implementation of AP curriculum into units (where appropriate) for advanced classes (Grades 9 – 11) to increase rigor.	Review of units through PLCs	Chalk Unit Revision	NA
		Math teachers will revise units for entry in the school's database for curriculum – Chalk.	Review of units through PLCs	Each 9 weeks, and during each PLC, teachers will review their progress for unit development in each course. Update chalk with new McGraw Hill textbooks and	SBDM

Goal 1. McCreary Central High School will increase the Proficiency Indicator from 51.7 to 70.0 by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase student achievement in math from 22.8% to 64% of all students scoring proficient on the math KSA assessment by June 2023. (continued)	Formative and summative assessments aligned to standards by designing/delivering assessments. (KWCP3)	Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	supplemental books purchased. Completed Sessions	ESSER SBDM
		Teachers will develop and administer ACT-like assessments following the ACT blueprint.	Student data, Video	Each 9 weeks, teachers will administer the KSA skills assessment and ACT to monitor student achievement in math. KUTA, Teacher Pay Teacher, and Edia resources used to develop ACT like assessments.	SBDM, ESSER FY21
		Students will utilize FlipGrid, Zoom, NearPod, or Screencastify (or other video platform) to demonstrate mastery of concepts.	Student data, Video, Google Classroom	Completion of individual student data review	ESSER FY21
		Administration of the ACT in grade 9 to establish baseline data.	ACT Administration	Completion of individual student data review	Title V (requested)
Objective 2 Increase student achievement in reading from 45.9% to 74.8% of all students scoring proficient on the reading KSA	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Teachers monitor student proficiency in reading for all 10th graders.	Data Analysis spreadsheets	Each month, teachers will participate in PLCs to monitor student achievement and to identify necessary supports/interventions to support student achievement in reading.	NA

Goal 1. McCreary Central High School will increase the Proficiency Indicator from 51.7 to 70.0 by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessment by June 2023		Teachers will prepare student data sheets to monitor student achievement with ongoing data points	Data Sheets & PLCs minutes	After each benchmark assessment, student data cards will be updated and categorized by performance level and assigned teacher.	NA
		McGraw Hill Reading Blasts for Improved Reading Comprehension Blackboard	Student Data	Completion of individual student data review	NA
	Formative and summative assessments aligned to standards by	Skills assessments (KSA) to monitor student achievement.	Student Data	Student Data Sheets Review through PLCs	ESSER FY21 FY21
	Designing/Delivering assessments. (KWCP3)	Administration of the ACT in grade 9 to establish baseline data.	ACT Administration	ACT Data for Placement	Title V (requested)
Objective 2 Increase student achievement in reading from 45.9%to 74.8% of all students scoring proficient on the reading KSA assessment by June 2023. (continued)	Curriculum development aligned to standards. (KWCP1)	Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions	ESSER FY SBDM

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency by all students in science from 27.3% to 50% as measured by the KSA assessment by June 2023.	Curriculum development aligned to standards (Design and Deploy Standards.) (KWCP1) Utilize online McGraw Hill resources to review for KPREP.	Students will complete assignments from the "apply practice" and "real world" resources located within the McGraw Hill platform. These assignments will relate to the current topic being covered in class.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.	ESSER FY21
		Students will complete inquiry-based activities and reviews found within the McGraw Hill platform. These assignments will relate to the current topic being covered in class.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.	ESSER FY21
	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1) NGSS Sample Tasks & ACT	Students will complete assignments on McGraw Hill's Syncblast platform (science articles with questions).	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills should improve.	ESSER FY21
		Students will complete ACT benchmark exams throughout the year to measure growth.	Increase of ACT scores on Benchmark exams.	Benchmark Exams	None
		Implementation of increased labs/inquiry based-activities with	Increase of ACT scores on Benchmark Exams	Benchmark Exams	None

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		graphs, and data. Students will complete ACT practice assignments and bell ringers to review the science ACT testing strategies.	Benchmark exams.		
		Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions	ESSER SBDM
		Implementation of more labs, graphs, and data into lesson units. Labs should require written reports with graphs, tables, and explanations.	Lab report proficiency	Lab report scores should increase. The overall language, data gathering, and data representations should improve over time.	SBDM & ESSER FY21
		Professional Development for Chalk, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions	ESSER FY SBDM
Increase proficiency by all students in writing from 62.2% to 72.2% as measured by the KSA On-Demand assessment by June 2023.	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Implementation of AP curriculum into units (where appropriate) for advanced classes to increase rigor.	Chalk Progress Reports	Individual Student Data and PLC Data Reviews	District & ESSER FY21
		Grammarly for Monthly Transitional Writing Prompts	Grammarly Reports	Individual Student Data and PLC Data Reviews	ESSER FY21

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency by all students in Social Studies from 27.3% to 50% as measured by the Civics Exam assessment by June 2023.	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	McGraw Hill Textbooks for ACT, Writing, and Grammar test bank.	Student Data & Goal Sheets	Individual Student Data and PLC Data Reviews	ESSER FY21
	Design, Align, and Deliver Support (KWCP5)	Vocabulary, Common Core, McGraw Hill Textbooks for Scaffolding, Differentiation, and Targeted Skills	Chalk Progress Reports	Individual Student Data and PLC Data Reviews	ESSER FY21
		Professional Development for Grammarly, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions	ESSER FY SBDM
	Formative and summative assessments aligned to standards by designing/delivering assessments.	Teachers will develop and administer weekly bell-ringers that implement assessment-type questions.	Student data	Each semester, teachers will administer the Civics Benchmark Exam.	ESSER FY21
	Curriculum development aligned to standards Project Mini Qs. Utilizes online McGraw Hill resources to review.	Students will take DBQ Project Mini Qs.	Student data	Each semester, teachers will administer the Civics Benchmark Exam.	ESSER FY21
Increase proficiency by all students in Social Studies from 27.3% to 50% as measured by the Civics Exam		Teachers will implement Quizizz activities into their lessons.	Student data	Topic understanding should be demonstrated. Critical thinking skills will improve.	NA

Goal 2. McCreary Central High School will increase the separate academic indicator from 68.0 to 88.0 by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessment by June 2023. (continued)		Students will complete assignments on McGraw Hill's online platform.	Proficiency based on rubric.	Topic understanding should be demonstrated. Critical thinking skills will improve.	ESSER FY21

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the proficiency achievement gap in writing for students with disabilities from 25.8% to 15% by June 2023.	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Focus instruction on editing and mechanics using Mastery Prep in collaboration and resource content classes	Student Data	PCLs and Data Reviews	NA
	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Common School-wide writing scrimmages in Fall, Winter, and Spring with disaggregated data for students with disabilities	Student Data	PLCs and Data Reviews	NA
	Design, Align, and Deliver Support (KWCP5)	Use Data from Mastery Prep Assessment to develop targeted skills intervention plans for students with disabilities	Student Data	PLCs and Data Reviews	NA
		Professional Development for Grammarly, Standards, and Use of New Resources	Walkthrough, Chalk Reports, and PD Plan	Completed Sessions	ESSER FY SBDM
		Implementation of Tier II Supports for students	Tier II Reporting	PLC minutes	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the proficiency achievement gap in reading for males from 30.6% (Girls 63.6%/Boys 33%) to 15% by June 2023.	Monitor student learning by reviewing, analyzing, and applying data.	Teachers will prepare student data sheets to monitor student achievement with ongoing data points	Student Data Reports	PLCs	NA
		identified through targeted reviews.			
	Curriculum development aligned to standards (Design & Deploy Standards.) (KWCP1)	Provide high-interest reading material to be available during SSR.	Student Survey	Advocacy	NA
	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Skills assessments to monitor student achievement and reduce proficiency gap	McGraw Hill	PLCs	NA

4: Growth

Goal 4 (State your growth goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5: McCreary Central High School will increased the Transition Readiness Indicator by 20% from 79.6 to 95.5 by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Academic Readiness Indicator from 28% to 35% by June 2023.	Formative and summative assessments aligned to standards by	KYOTE Assessment Implementation for meeting benchmark and Repeat ACT assessments for Seniors	Student Data	PLCs	District
		Incorporate new dual credit courses which relate to academic readiness: Music, English, Math, Science, Social Studies, and other electives	Course Guide and Student Scheduling	SBDM Curriculum & Instruction Committee Minutes	NA
	Designing/Delivering assessments. (KWCP3)	ACT Skills (On To College)	Student Data	Readiness Chart through Google Classroom	ESSER FY21
	Design, Align, and Deliver Support (KWCP5)	Individual Support for one-on-one targeted instruction.	Student Data and Progress Monitoring	Teacher intervention logs	IDEA
Increase the Career Readiness Indicator from 72% to 80% by June 2023.	Formative and summative assessments aligned to standards by Designing/Delivering assessments. (KWCP3)	Increasing number of students who become concentrators	Readiness Chart through Google Classroom	PLCs & TEDS	LAVEC
	Designing/Delivering assessments. (KWCP3)	Transition Events and Awareness: Senior Send Off, Beyond The Diploma Days, FAFSA Events #BeyondTheDiploma	Social Media, Student Surveys, Stakeholder Communication	PLCs & TEDS	LAVEC ESSER FY21
	Establishing Learning Culture and Environment (KWCP6)	Blackboard Implementation PD	Development of Shells	Blackboard	ESSER SBDM LAVEC

Goal 5: McCreary Central High School will increased the Transition Readiness Indicator by 20% from 79.6 to 95.5 by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support (KWCP5)	Teaching	Addition of pathway for	Course Guide	Transcript Audits, TEDS	LAVEC SBDM

6: Graduation Rate

Goal 6: McCreary Central High School will increase the Graduation Rate Indicator to 100% by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Moni
Improve the graduation rate indicator to 98% by June 2023.	Design, Align, and Deliver Support (KWCP5)	Review of the Early Warning and PtG Reports	Student Data	Intervention Team Minu
		Create Tier II Intervention Team	Minutes	PLCs
		Intervention Courses for Credit Recovery	Curriculum Guide and Committee Minutes	PLCs
Reduce the percent of drop-outs by 20% by June 2023.	Design, Align, and Deliver Support (KWCP5)	Review of the Early Warning and PtG Reports	Student Data	Intervention Team Minu
		Create Tier II Intervention Team	Minutes	PLCs
		Intervention Courses for Credit Recovery	Curriculum Guide and Committee Minutes	PLCs
		Reduce Absences by implementing PBIS Rewards System to encourage students to come to school	PBIS Store Usage	PBIS Rewards Redempti Attendance Reports
		Staff Training for Trauma, SEL, Functional Behavior & Classroom Management	Completion of Training	PD Plan, Signature Shee