



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools\_08232022\_10:28

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Boone County High School**  
**Stacey Black**

7056 Burlington Pike  
Florence, Kentucky, 41042  
United States of America

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## 2022-23 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 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Stacey Black 09/12/2022



## 2022-23 Phase One: Executive Summary for Schools\_08232022\_10:28

2022-23 Phase One: Executive Summary for Schools

**Boone County High School**  
**Stacey Black**

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## 2022-23 Phase One: 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?

Boone County High School is a large, comprehensive high school located in Florence, KY, a suburb of Cincinnati, OH. While BCHS has the advantage of the amenities that a big metropolitan city can offer, it is still located in a city that can still be considered a small-town community.

Our latest enrollment data shows demographics of 66.6% white, 14% Hispanic, and 11.5% African American. 10% of our population is part of the Special Education program with active IEPs and 504s. We currently have 176 active English Language Learners with Spanish being the most spoken language followed by French and Somali. We also have significant economically disadvantaged numbers with over 55% of our students qualifying for free and reduced lunch.

Boone County High School is by far the most diverse high school in the Boone County School District, and we are proud of our diversity and the sense of inclusion and community that it creates. Our challenges are similar to most large, diverse schools, but our teachers go to great lengths to maximize the potential of every student here.

### 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.

Vision and Mission Statement: Boone County High School along with parents and the community strives to provide a safe and comfortable learning environment which fosters self-confidence and respect of individuals while challenging all students to achieve at the highest level to become confident and self-directed life-long learners and responsible citizens in an ever changing world.

The Mission of Boone County High School is to provide an environment in which all members of the school community attain high achievement as they master academic and social expectations. All staff commit to support activities that will assure this outcome.

Boone County High School is a comprehensive high school offering a daily block schedule to enhance instruction and better meet the needs of our diverse student body. Students are provided with learning opportunities ranging from basic skill development to college-level courses. Our mission is to provide an environment in which all members of the school community attain high achievement as they master academic and social expectations. All staff commit to support activities that will assure the outcome.

All students at BCHS are provided with equitable resources, programs, services, facilities, and opportunities to become college and career ready. All faculty members consistently differentiate instruction to meet the needs of all students as measured by unit and daily lesson plans, observations, assessment data, student products, and evaluations. BCHS will continue to initiate or expand programs, resources, and facilities to assure equitable access as measured by inventories, state reports, meeting minutes, observations, unit and daily lesson plans and again evaluations of programs and services. We reexamine our program and course offerings annually to make adjustments to better meet student needs.

### 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.

Enrollment in dual credit courses continues to increase at BCHS, which means more and more students graduate with college credits already earned. The large majority of our students graduate career and college ready.

Areas of improvement that have been identified for BCHS include increased literacy instruction across all content areas. This is achieved through thoughtful PD provided to teachers during the school day all year and the opportunity to collaborate with peers and the instructional coach. Like most schools, we are also working hard at closing gaps that have widened in the wake of the Covid-19 Pandemic.

### Additional Information

**CSI/TSI (including ATSI) Schools 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.

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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.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2022-23 Phase Two: The Needs Assessment for Schools\_10072022\_09:01

2022-23 Phase Two: The Needs Assessment for Schools

**Boone County High School**  
**Stacey Black**

7056 Burlington Pike  
Florence, Kentucky, 41042  
United States of America

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## 2022-23 Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

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).

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 to 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.

#### Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

See attached

### **ATTACHMENTS**

#### **Attachment Name**

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Data Dive Protocol



Protocol

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

See attached

## **ATTACHMENTS**

### **Attachment Name**

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Key Elements



Review of Previous Year's Plan

### **Trends**

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

### **Example of Trends**

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reading continues to be a major area of concern as we are forecasted to continue the downward trend. 2018-2019 data shows 47.1% P/D and just released KSA shows us at 40% P/D. While recovery from Covid-19 interruptions is occurring, we are still lagging behind in recovering fully in reading.

Math continues to be another area of concern. While we seem to have recovered to where we were pre-Covid (2018-2019 showed 39% P/D compared to 38% P/D 2021-2022).

## **ATTACHMENTS**

### **Attachment Name**

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Data Forecasting

### **Current State**

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on

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Kentucky Summative Assessment (KSA) in reading.

- 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 rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

### **Academic Current State:**

- 13% of African American students scored P/D on KSA in Reading. 15% were P/D in Math. 23% were P/D in Writing.
- 34% of Economically Disadvantaged students scored P/D on KSA in Reading. 33% were P/D in Math. 26% were P/D in writing.
- 15% of Students with Disabilities scored P/D on KSA in Reading. 16% were P/D in Math.

### **Non-Academic Current State**

We have scored "Medium" and "High" on our Quality of School Climate and Safety survey.

Student groups with ratings include:

Medium:

- Hispanic or Latino
- White (non-Hispanic)
- Economically Disadvantaged
- Students with Disabilities (IEP)

High:

- African American
- English Learners

## **ATTACHMENTS**

### **Attachment Name**

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Key Elements



Yellow Chart

Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Students in the achievement gap groups have performed on KSA as follows:

- 13% of African American students scored P/D on KSA in Reading. 15% were P/D in Math. 23% were P/D in Writing.
- 34% of Economically Disadvantaged students scored P/D on KSA in Reading. 33% were P/D in Math. 26% were P/D in writing.
- 15% of Students with Disabilities scored P/D on KSA in Reading. 16% were P/D in Math.

Reading and writing are a particular area of focus this year that will be included in our CSIP. This focus will hit all gap groups as well as non-gap learners.

While math is also a concern based on KSA data, we believe that a focus on reading and writing is 1) going to help those results, too and 2) is something the entire school can focus on and embed in their instruction no matter the content area.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

1. As indicated on math scores for KSA, we have recovered to our pre-pandemic scores. While still an area of growth, we do not see the learning loss to the degree expected at this stage in post-pandemic life.

2. 40% of students scored P/D on KSA in reading and 36% of students scored P/D on KSA in writing. While not the scores we want, we can leverage these scores to support our push for more embedded literacy instruction across the content.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

See attached

## **ATTACHMENTS**








### **Attachment Name**

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School Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Dive Protocol		• 1
 Data Forecasting		• 3
 Key Elements		• 2 • 4
 Protocol	Protocol	• 1
 Review of Previous Year's Plan	Review of Previous Year's Plan	• 2
 School Key Elements	School Key Elements	• 7
 Yellow Chart		• 4



2022-23 Phase Two: School Assurances\_10072022\_08:59

2022-23 Phase Two: School Assurances

**Boone County High School**  
**Stacey Black**

7056 Burlington Pike  
Florence, Kentucky, 41042  
United States of America

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## 2022-23 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.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

2. 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**

#### Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**



14. 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**

**Title I Schoolwide Programs**

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

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

☐ Yes

☐ No

● N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**

22. 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**

23. 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**

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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

31. 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**

32. 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**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2022-23 Phase Three: Comprehensive School Improvement Plan\_11012022\_10:53

2022-23 Phase Three: Comprehensive School Improvement Plan

**Boone County High School**  
**Stacey Black**

7056 Burlington Pike  
Florence, Kentucky, 41042  
United States of America



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## 2022-23 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.

See attached documents.

### **ATTACHMENTS**

#### **Attachment Name**

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2022\_2023 CSIP



Kagan EBP



SIOP EBP

#### Operational Definitions

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**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*, *Baldrige*, etc.).

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[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

The required goals for elementary/middle schools include the following:




- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing

- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022_2023 CSIP		•
 Kagan EBP		•
 SIOP EBP		•

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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

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

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

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

## Explanations/Directions

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

## 1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 40% PD to 45% PD by May 2023.	KCWP 1 Design & Deploy Standards  KCWP 2	Teachers will work within departments to align curriculum daily planning, align student assessments to the standards, and track and monitor student progress towards standards mastery.	Units/Lesson plans/canvas template will include desired components of instructional plan determined in the vertical PLC meetings.	PLC Systems Check-meeting agenda/minutes  Monthly classroom walkthroughs and CEP Evaluation feedback by Administration Team	
Objective 2: Increase MATH proficiency from 38% PD to 43% by May 2023.		Develop an ongoing timeline, process for and implement vertical and horizontal alignment that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.  <b>Students are cognitively engaged through the implementation of effective teaching strategies and programs</b> (Kagan, Canvas, SIOP, content specific research-based instructional strategies).  Development and implementation of school-wide literacy plan	Classroom observations/walk-throughs will reveal effective implementation of the standards/strategies  Reading summative analysis protocol followed and summative assessments reflect grade level appropriate tasks.  Math summative analysis protocol followed and summative assessments reflect grade level appropriate tasks.	Google Form for submissions for walkthroughs will reveal level of implementation/effectiveness of teaching strategies/best practices used	



Boone Co HS 2022-2023

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Each course/content area will create a literacy plan and commit to implementation in daily lesson plans.	Literacy plan submitted and then monitored through: <ul style="list-style-type: none"> <li>walkthroughs</li> <li>Canvas lesson plans</li> <li>PLC data dives-writing protocols, evidence of effectiveness</li> </ul>	
		Develop a timeline for curricular alignment reviews (horizontal) and implement to ensure the ongoing action of the PLCs (department and course) planning process.	Curriculum Alignment/ Literacy Plan/Products/ timeline for all contents / courses (curriculum maps, units, Syllabus)will be provided to PLC groups	BCHS Curriculum page with all submissions linked  PLC minutes	
		Ensure regularly-scheduled curriculum meetings / PLCs (department and course) to review the alignment between standards, learning targets, and formative and summative assessment measures, and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT	Meeting Minutes, timelines, work samples, formative and summative assessment protocol analysis to determine strengths/ weaknesses	Line- item analysis, common assessments, progress on district benchmark instruments and Red Sheet analysis forms.	

Boone Co HS 2022-2023

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		College Readiness Standards, AP Standards)			
	KCWP 4 Review, Analyze, and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, <b>development of learning targets</b> , designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Ensure that all assessments <b>evolve and align to priority</b> content standards and <b>delivery of various instructional models (in-person, blended and virtual)</b> meets the needs of all students.	PLC Meeting Minutes  Learning targets/Content and Language objectives are listed on Canvas lesson plans/curriculum maps  Creation of common formative and summative assessments  Assessment Alignment-standards indicated on summative assessments  Data Analysis Notes/ Growth/completion of Red Standards Sheets (CERT, ACT, <b>MPVA</b> )	Monitoring of Canvas lesson plans to ensure Learning Targets/Content and Language objectives are listed on Canvas lesson plans  Common formative and summative assessments submitted and standards indicated on assessments.  Sharing of resources within PLCs related to data trends/comparative scores  Classroom walkthroughs and observations	
		Develop and implement progress monitoring system to monitor standards mastery for each student *Implement data teaming methodologies, including collection and charting of	Meeting Minutes  Mastery Connect Results	Data Analysis Notes/Red Standards Sheets  Periodic moments through the month during PLC meetings where student work is analyzed, concerns identified	

Boone Co HS 2022-2023

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p> <p>*Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL</p>	<p>Assessment alignment to standards during PLC work.</p> <p>Growth (CERT, ACT, MPVA, Teacher common summative assessments results)</p> <p>Teachers will monitor and identify student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3</p> <p>Increased opportunities for teachers to collaborate vertically and cross-curricular opportunities provided.</p> <p>All teachers all participate in monthly PD opportunities relating to reading and writing/SIOP strategies.</p>	<p>Review of teacher Canvas lessons</p> <p>Walkthroughs: Identify intervention strategies (blended learning/intervention groups) utilized in all contents (literacy)and in math courses</p>	

## Boone Co HS 2022-2023

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with FFW; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models		Read 180 results-monitored by teacher/interventions implemented	

## Strategic Plan

### GOAL 1: WORLD CLASS EDUCATION

**Boone County Schools will provide each and every student a world class education in order for them to achieve their full academic potential and to be empowered citizens and lifelong learners. *Academic mindsets and noncognitive skills are malleable behaviors and ethics that are critical to the development of our students' college, career, and life readiness and success.***

- 1** BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned curriculum.
- 1B** BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.
- 1C** BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

**2: State Assessment Results in science, social studies and writing**

Goal 2: Increase the Proficiency of Science 12% PD to 57.2%, Social Studies 30% PD to 43.5%, and Writing from 36% PD to 74.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 12% PD to 22%, Social Studies 30% PD to 40%, and Writing from 36% PD to 46% by May 2023.	KCWP 1 Design & Deploy Standards  KCWP 3: Design and deliver assessment literacy.	Develop and implement writing continuum specific to content which monitors mastery for each student. A literacy plan will be created for each course taught, in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics.  Job-imbedded professional learning opportunities provided monthly centered on literacy strategies, QFT model, and inquiry model.  Provide opportunities for teachers to cross-curriculum collaborate to analyze student writing and identify effective feedback	Daily content/Language objectives in Canvas lesson plans  Student opportunities to read, write, speak about content happen daily.  PD/PLC agendas and minutes	Walkthroughs/observations  Continuous monitoring of writing plan in PLC's.  Monthly PD opportunities centered on literacy strategies in which attendance is mandatory  PLC Data analysis  Writing protocols in which teachers bring samples to evaluate in order to identify areas of growth  Attendance sheet for PD-mandatory makeup sessions for any missed.	

## Strategic Plan

## GOAL 1: WORLD CLASS EDUCATION

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- 1** BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned
- A** curriculum.
- 1B** BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.
- 1C** BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

**3: Achievement Gap**

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the reading proficiency for African American 13% to 30.9%,</p> <p>English Learners plus Monitored 0% to 9.1%, and</p> <p>Disability 15% to 27.8% by May 2023.</p> <p>Objective 2: Increase the math proficiency for African American 15% to 23.1%, English Learners plus Monitored 10% to 12.4%, and Disability 12% to 20.5% by May 2023.</p>	KCWP 4 Review, Analyze, and Apply Data	<p>Develop and implement progress monitoring system to monitor standards mastery for each student in our Gap Groups</p> <p>* Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>* Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>* Increase collaboration in PLC's and between all teachers in data analysis and student progress towards</p>	<p>Increased academic progress on (CERT, Read 180, CASE, summative assessments)</p> <p>Teacher efficacy: teachers determine/adjust/ reteach utilizing instructional practices/interventions provided based on data</p>	<p>PLC Data analysis- track progress of identified groups by teacher/class on summative assessments, CASE, and CERT-review data sheets (RED STANDARDS SHEETS)</p> <p>Leadership Team reviews PLC minutes -An administrator attends PLC meetings - walk-thrus</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p> <p>* Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL with Read 180; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models</p>			



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	Implement a College Readiness Plan to include ACT, CERT, preparation experiences, remediation, and supports *Remediation and data collection – English, math, reading, and science <b>for all GAP groups</b> *Goal setting for students with teacher training to support	Student goal sheets created in core courses  Teachers track GAP group students in their class	Walkthroughs  Leadership team reviews goal sheets  PLC Data analysis-focus on TSI students  Analysis of student goal sheets by teachers	

## Strategic Plan

## GOAL 1: WORLD CLASS EDUCATION

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- 1** BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned curriculum.
- 1B** BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.
- 1C** BCS will ensure all students will demonstrate evidence of their learning in meaningful and personalized ways.

4: English Learner Progress

Goal 4: Increase the English Learner indicator from <b>23.8</b> to 33.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from <b>23.8</b> to 26 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy  Desired Student Outcome: Increased English proficiency/increased number of students P/D in CASE/KASA and meeting benchmarks in CERT	SIOP/PD feedback surveys  Walkthroughs  Data analysis in PLC's on CASE, CERT/KASA  Completed Red Standards Sheets  Impact Survey Results	

Strategic Plan

GOAL 1: WORLD CLASS EDUCATION

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- 1** BCS will ensure all students will be held to high expectations for achievement and will meet or exceed the standards in the district aligned
- A** curriculum.
- 1B** BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.

## 5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from <b>62.5</b> to 72.5 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 62.5 to 63.5 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports  SEL activities in homeroom lessons  SEL strategies shared during all faculty meetings and implemented by classroom teachers.	Increased application of strategies in lesson plans  SEL strategies included in Canvas lesson plans  Improved results on student SEL Panorama survey  Improved Impact Survey results	Monitor Canvas Lesson Plans  PLC Agenda and minutes  Walkthroughs	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Attendance rate improves  Increase number of students participating in PBIS rewards system  Decrease in behavior incidents	Tableaux data analysis  Panorama data analysis-attendance  SEL Panorama Survey results	

***Boone County Schools will provide each and every student a world class education in order for them to achieve their full academic potential and to be empowered citizens and lifelong learners. Academic mindsets and noncognitive skills are malleable behaviors and ethics that are critical to the development of our students' college, career, and life readiness and success.***

- 1B** BCS will ensure all students will receive rigorous and engaging instruction in every classroom, every day.

## 6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from <b>67.8</b> to <b>77.8</b> by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from <b>67.8</b> to <b>73.8</b> by 2023.	KCWP 5: Design, Align, and Administer Support	<p>Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.</p> <p>-design plan for counselors to meet with all seniors for planning for post-secondary options.</p> <p>- Create at-risk tracking sheet created by counselors to monitor student progress towards</p> <p>-counselors will meet individually with students when scheduling classes to ensure at-risk groups are taking courses that will help them achieve postsecondary success</p>	<p>Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.</p> <p>Increase in number of students taking and passing industry certification tests</p> <p>Increase in the number of spec ed, AA, and EL students meeting benchmarks</p> <p>Increased number of Spec ed, AA, and EL students taking AP courses and/or dual enrollment courses.</p>	<p>Counselor student logs</p> <p>Data analysis-Industry Certification for targeted groups</p>	

Boone Co HS 2022-2023

Goal 6: Increase our Postsecondary Readiness Indicator from <b>67.8</b> to <b>77.8</b> by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Portrait of a Graduate



## 7: Graduation Rate (high school only)

Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 91.1 to 93.1 by 2023.	KCWP 4: Review, Analyze, and Apply Data	<p>Develop and implement progress monitoring system to monitor standards mastery for each student</p> <p>*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)-Red Data Sheets</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p>	<p>Increased graduation rate for students with disabilities, EL population, and african-american population.</p> <p>Increased academic progress on (CERT, Read 180, CASE, summative assessments)</p> <p>Increased number of earned credits-SWS/Credit Recovery</p> <p>Increased number of students utilizing remediation opportunities when earning an</p>	<p>Daily data and behavior tracker will be compiled monthly for monitoring purposes.</p> <p>REd data sheet analysis</p> <p>PLC minutes/data analysis of formative and summative assessments</p> <p>SWS/CR/Remediation data analysis</p>	

Boone Co HS 2022-2023

Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL with Read180; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models	"I" and attaining a credit.  Increased attendance rate for students with disabilities, EL population, and african-american population.		
	KCWP 5: Design, Align, and Deliver Support	Develop and implement a process to identify students at risk for remediation, failure, and/or untimely graduation. Monitor their progress using tools such as the Panorama, Persistence to Graduation Tool, Resiliency Survey, failure reports, attendance data and other early warning tools.  Provide and discuss this data with the Special Ed PLC and the ELL PLC.	At-risk tracking sheets created by counselors by grade level to identify at-risk students and provide intervention strategies  Increased attendance rate for EL, AA, and Spec. education students	Administrator meeting notes  Counselor meeting minutes  Admin/counselor PLC weekly meetings to identify at-risk students/discuss strategies  Special Ed/EL PLC minutes  Attendance data analysis	



Boone Co HS 2022-2023

Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Enhance the school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.</p> <p>*Provide behavior-specific praise and reinforcement</p> <p>*Groups, supports, check in/check out</p> <p>*Ensure that all available resources are deployed to assist students in need</p> <p>*Develop social emotional supports for all students</p>	<p>Increased placement of students in PBIS interventions:</p> <ul style="list-style-type: none"> <li>- check in-check out</li> <li>- behavior rewards</li> <li>- counseling</li> </ul>	<p>PBIS meeting minutes</p> <p>PBIS data analysis</p> <p>Tableaux Data analysis</p>	

Portrait of a Graduate



**Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure 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 specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

### Components of Turnaround Leadership Development and Support:

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

The leadership team meets weekly to review data (behavior, academic, attendance) to identify problems of practice and strategize plans for improvement. SPED/Afr-Am/Spec.Ed gap group students are identified and interventions strategies used to decrease attendance rates and suspension rates. All of leadership team attended SIOP Training during a Fa strategies

and the expectation is that all teachers teach literacy. The leadership team complete monthly walkthroughs and will calibrate walkthrough scores to ensure feedback to teachers is effective, timely, and accurate.

Administrators-CEP, walkthroughs, monitor PLC's, discipline strategies, attendance and behavior analysis, CSIP, participate in PLC's

Instructional Coach-follows coaching cycles with teachers, provides PD opportunities for staff, leads new-teacher mentor program, data analysis, PLC protocol, creates feedback surveys, CSIP, create curriculum timelines

Counselors-review SEL data/survey results and create intervention strategies, monitor graduation rate/identify at-risk students, complete credit checklists, provide tools/strategies health of all students, assist in individual student scheduling, ARC meetings

Special ed teachers: monitor student progress, at-risk tracking sheets, attend special ed PD, monthly PLC's and data analysis, assist with scheduling process, support teachers/create modifications, attend ARC's, ensure IEP supports identified disability.

EL teachers: attend monthly PLC, data analysis, at-risk tracking sheets, assist with scheduling process, support teachers/create modifications, SIOP support

School Psychologist-provides specialized counseling with targeted groups

District Professionals: District math and reading interventionist/EL coordinator-provide on-going/required PD opportunities to all staff

Attendance clerk: monthly attendance data, absenteeism letter, enact FAST team response

### Identification of Critical Resources Inequities:

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

**Response:**

There is a school-wide focus on PBIS to motivate and reward all students. Allocations need to be based on needs of students and student makeup/population (demographics), utilize Section 7 monies and create proposal to support identified GAP areas. Teacher allocations need to be determined based on how to best support at-risk population (ie.

consider smaller class sizes in core courses). Utilization of SBDM monies that will best support TSI groups (PD opportunities for teachers, behavior intervention supports and student incentives).

**Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

**Results of the SEL survey given to all students were analyzed. We targeted lowest percentage areas and developed a plan of action that included:**

- sharing the data with staff
- providing SEL strategies to staff at monthly staff meetings
- SEL lesson/activities incorporated into homeroom lesson plans
- added counselor and vice principal

**Attendance Rate**

- Track monthly attendance rate by gap groups using Panorama
- initiate home visits (school counselor and AP) to students with excessive absenteeism
- Letters from school in Spanish and French delivered to homes

**Suspension/Behavior data**

- evaluate behavior data from Tableaux and Panorama to identify highest incidents reported
- perform re-entry conference for suspended students-meet with AP, counselor, parent and student to review expectations, counseling options, etc.

**Walkthroughs**

- monthly walkthrough data analyzed to ensure best instructional practice are utilized (SIOP, reading, and writing)
- teachers and admin attend monthly PD centered around reading and writing strategies and SIOP as instructional support for underperforming groups

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s).

What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor it is implemented with fidelity?

**Response:**

**SIOP-** walkthroughs, review lesson plans, evaluation process

**READ 180-**data analysis, walkthroughs

**Engagement:** walkthroughs, lesson plans indicating use of cooperative learning strategies (KAGAN), evaluation process

**Inquiry model-** review of Lesson plans indicating use of QFT strategies, walkthroughs, evaluation process

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation
SIOP (sheltered instruction observation protocol) training for all certified staff) Three day introduction PD and continuous monthly training throughout the school year/cognitive coaching	Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005.  Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: <i>European Journal of English Language Teaching</i> , 6 (2), 39-53.
Walkthrough monitoring tools aligned to the TNTP Opportunity Myth—"Big Rocks" of the district- Engagement, instruction, grade-level tasks, and high expectations	TNTP. (2018). <b>The Opportunity Myth</b> : What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.  Classroom Walkthroughs Where data-gathering and relationship-building meet for school improvement <a href="https://files.eric.ed.gov/fulltext/ED611283.pdf">https://files.eric.ed.gov/fulltext/ED611283.pdf</a>
Read-180 Intervention Course	<b>READ 180® (Adolescent Literacy) (November 2016)</b> <a href="https://ies.ed.gov/ncee/wwc/Intervention/742">https://ies.ed.gov/ncee/wwc/Intervention/742</a>
Literacy Strategies (reading and writing)	<b>Teaching Secondary Students to Write Effectively (November 2016):</b>  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a>  <b>Providing Reading Interventions for Students in Grades 4–9:</b>

Evidence-based Activity	Evidence Citation
	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a>
QFT Process	Rothstein, Dan, and Luz Santana. Make Just One Change: Teach Students to Ask Their Own Questions. <b>Harvard Education Press, 2011</b>  The Right Question Institute: <a href="https://rightquestion.org/">https://rightquestion.org/</a>
KAGAN	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It <a href="https://eric.ed.gov/?id=EJ1258601">https://eric.ed.gov/?id=EJ1258601</a>