

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

Goal: 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 indicators, 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
<p>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.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

<u>Goal 1: Increase the Reading and Math indicator score from a 61.1 to a 67.</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1:</u> Increase the Reading Indicator score from 64.2 to 67.</p>	<p><u>Strategy 1:</u> KCWP 4: Teachers and Admin will analyze benchmark data from CERT to ascertain student's current levels and alter instruction as needed.</p>	<p><u>Activity 1:</u> KCWP 4: Teachers will provide the CERT assessment in the Fall and Spring Semester</p> <p><u>Activity 2:</u> KCWP 4: Teachers with Admin will analyze Fall and Spring CERT data in scheduled PLC meetings and make adjustments to instruction</p> <p><u>Activity 3:</u> KCWP 1: Administration monitors curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work</p>	<p>% of students utilizing CERT</p> <p>Number of students scoring at or above benchmark on CERT</p>	<p>Fall and Spring CERT score comparison</p> <p>Counselors will meet with Department PLCs to assist with developing interventions after each CERT administration</p>	<p>None</p>

Goal 1: Increase the Reading and Math indicator score from a 61.1 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 2:</u> KCWP 4: Teachers implement common assessments based on KAS and use data to determine student needs</p>	<p><u>Activity 1:</u> KCWP4: IN PLCs teachers will analyze Common Assessments of Units that were designed around KY Standards and make adjustments to instruction</p> <p><u>Activity 2:</u> KCWP 5: Staff will receive PD on Literacy strategies.</p> <p><u>Activity 3:</u> KCWP 5: Instructional Coach will work with staff on the implementation and use of Literacy Practices</p>	<p>Analysis of Common Assessment Data</p> <p>Adjustments to instruction based on results of data</p> <p>OnDemand Writing Scores, ACT Reading, IXL Reading</p>	<p>Common Assessment Analysis PLCs</p>	<p>ATSI Funding</p>
	<p><u>Strategy 3:</u> KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.</p>	<p><u>Activity 1:</u> KCWP 2: Research, create and implement professional learning opportunities to promote best practice/high yield instructional strategies</p>	<p>Completed/created professional learning opportunities regarding high yield/best practice strategies</p>	<p>Attendance of sessions recorded</p> <p>Feedback from attendees</p>	<p>ATSI Funding</p>

Goal 1: Increase the Reading and Math indicator score from a 61.1 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 4:</u> KCWP 4: Teachers and Admin will analyze benchmark data from IXL to ascertain student’s current levels and alter instruction as needed</p>	<p><u>Activity 1:</u> KCWP 4: Teachers will provide the IXL benchmark assessment in the Fall, Winter and Spring.</p> <p><u>Activity 2:</u> KCWP 4: Teachers with Admin and/or counselors will analyze Fall, Winter and Spring IXL data in scheduled PLC meetings and make adjustments to instruction as needed</p>	<p>Percentage of students utilizing IXL</p> <p>Number of students scoring at or above benchmark on IXL</p> <p>Percentage of students making substantial growth in IXL</p>	<p>Measured each 9 weeks via IXL utilization</p> <p>Counselors will meet with Department PLCs to assist with developing interventions after each IXL benchmark administration</p>	<p>ATSI Funding</p>
	<p><u>Strategy 5:</u> KCWP 5: Intentional utilization of strategies and resources to improve student performance in non-fiction texts</p>	<p><u>Activity 1:</u> KCWP 2: Teachers will use CommonLit to provide students with non-fiction reading opportunities</p> <p><u>Activity 2:</u> KCWP 4: Teachers will work in PLC meetings to analyze student performance and adjust instruction as needed.</p>	<p>KSA and ACT Reading scores</p>	<p>Summative Assessments PLC Meeting Notes</p>	<p>ATSI Funds</p>

Goal 1: Increase the Reading and Math indicator score from a 61.1 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 2</u> Increase the Math Indicator score from 57.9 to 61	<u>Strategy 1:</u> KCWP 4: Teachers and Admin will analyze benchmark data from CERT to ascertain student's current levels and alter instruction as needed.	<u>Activity 1:</u> KCWP 4: Teachers will provide the CERT assessment in the Fall and Spring Semester <u>Activity 2:</u> KCWP 4: Teachers with Admin will analyze Fall and Spring CERT data in scheduled PLC meetings and make adjustments to instruction <u>Activity 3:</u> KCWP 1: Administration monitors curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work	% of students utilizing CERT Number of students scoring at or above benchmark on CERT	Measured each 9 weeks via CERT utilization Counselors will meet with Department PLCs to assist with developing interventions after each CERT administration	None
	<u>Strategy 2:</u> KCWP 4: Teachers implement common assessments based on KAS and use data to determine student needs	<u>Activity 1:</u> KCWP4: In PLCs teachers will analyze Common Assessments of Units that were designed around KY Standards and make adjustments to instruction	Analysis of Common Assessment Data	Common Assessment Analysis PLCs	None
	<u>Strategy 3:</u> KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	<u>Activity 1:</u> KCWP 2: Research, create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	Attendance of sessions recorded Feedback from attendees	ATSI Funding

Goal 1: Increase the Reading and Math indicator score from a 61.1 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 4:</u> KCWP 4: Teachers and Admin will analyze benchmark data from IXL to ascertain student’s current levels and alter instruction as needed</p>	<p><u>Activity 1:</u> KCWP 4: Teachers will provide the IXL benchmark assessment in the Fall, Winter and Spring.</p> <p><u>Activity 2:</u> KCWP 4: Teachers with Admin will analyze Fall, Winter and Spring IXL data in scheduled PLC meetings and make adjustments to instruction as needed</p> <p><u>Activity 3:</u> KCWP 2: Teachers will incorporate IXL lessons into each unit. Students will receive an assessment grade for the successful completion of the assigned material.</p>	<p>Percentage of students utilizing IXL</p> <p>Number of students scoring at or above benchmark on IXL</p> <p>Percentage of students making substantial growth in IXL</p> <p>Student grades on assessments</p>	<p>Measured each 9 weeks via IXL utilization</p> <p>Counselors will meet with Department PLCs to assist with developing interventions after each CERT administration</p>	<p>ATSI Funding</p>

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

<u>Goal 2: Increase the Science, Social Studies and Writing indicator from a 51.9 to a 67.</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the Science Indicator score from 34.9 to 38 .	<u>Strategy 1:</u> KCWP 2: Science department will continue to review standards and revise curriculum and common assessments based upon KAS	<u>Activity 1:</u> KCWP 2: Science Department will work with admin in PLCs to review and monitor curriculum documents including the revision of learning targets aligned to KAS and Common Assessments aligned to KAS	Increase of Science Scores on KSA and ACT	PLC meetings with Science Department Curriculum Calibration Walks	None
	<u>Strategy 2:</u> KCWP 4: Teachers and Admin will analyze benchmark data from CERT to ascertain student's current levels and alter instruction as needed.	<u>Activity 1:</u> KCWP 4: Teachers will provide the CERT assessment in the Fall and Spring Semester <u>Activity 2:</u> KCWP 4: Teachers with Admin will analyze Fall and Spring CERT data in scheduled PLC meetings and make adjustments to instruction <u>Activity 3:</u> KCWP 1: Administration monitors curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work	% of students utilizing CERT Number of students scoring at or above benchmark on CERT	Counselors will meet with Department PLCs to assist with developing interventions after each CERT administration Fall and Spring CERT score comparison	None

Goal 2: Increase the Science, Social Studies and Writing indicator from a 51.9 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the Combined Writing Indicator score from 72.9 to 75.	Strategy 1: KCWP 5: The SBDM developed and adopted a school wide writing plan in order to promote and ensure a systematic writing plan across the curriculum	Activity 1: KCWP 5: The school SBDM along with school admin and the leadership team will monitor the implementation of the policy. Activity 2: KCWP 2: The English Department will lead students through an On Demand Boot Camp	Monitoring of policy Analysis of On Demand Writing Scores	Monitoring of policy through PLCS, submission of examples, Faculty Meeting (Fall/Spring) Lesson Plans, Observations, and Student Products	None
	Strategy 2: KCWP 5: The school will be led through PD on school wide writing and how to utilize and implement On Demand Writing including the a "Writing Bootcamp" within English Classes.	Activity 1: KCWP 4: IN PLCs and in leadership meetings, staff will analyze writing results and adjust instruction as needed.	Creation and utilization of a school wide writing plan. 22-23 KAS assessment results	Teachers within the departmental PLCs will examine writing prompts as well as student work examples	None
	Strategy 3: KCWP2: Teachers will provide instruction based upon the students individual needs as demonstrated via a benchmark exam.	Activity 1: KCWP5: An Academic Coach will be added to work with staff to provide examples of accommodations and modifications to meet the needs of all students.	Creation of anchor modifications, accommodations, etc across multiple disciplines	PLC meeting with Academic Coach, Faculty Meeting Agendas with job embedded PD	ATSI Funding

Goal 2: Increase the Science, Social Studies and Writing indicator from a 51.9 to a 67.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase the Social Studies Indicator score from 47.8 to 51 .	Strategy 1: KCWP 2: Social Studies department will continue to review standards and revise curriculum and common assessments based upon KAS	Activity 1: KCWP 2: The Social Studies Department will work with admin in PLCs to review and monitor curriculum documents including the revision of learning targets aligned to KAS and Common Assessments aligned to KAS	Increase of Social Studies Scores on KSA and ACT Reading	PLC meetings with Social Studies Department Curriculum Calibration Walks	None
	Strategy 2: KCWP 4: Teachers and Admin will analyze benchmark data from CERT to ascertain student's current levels and alter instruction as needed.	Activity 1: KCWP 4: Teachers will provide the CERT assessment in the Fall and Spring Semester Activity 2: KCWP 4: Teachers with Admin will analyze Fall and Spring CERT data in scheduled PLC meetings and make adjustments to instruction Activity 3: KCWP 1: Administration monitors curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work	% of students utilizing CERT Number of students scoring at or above benchmark on CERT	Counselors will meet with Department PLCs to assist with developing interventions after each CERT administration Fall and Spring CERT score comparison	None

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><u>Objective 1:</u> Increase overall performance indicator of Economically Disadvantaged students on state assessments from 50.5 to 54.</p>	<p><u>Strategy 1:</u> KCWP 5: Intentional utilization of strategies and resources to improve student performance.</p>	<p><u>Activity 1:</u> KCWP 5: Monitoring of student progress will be used to identify students for various interventions: NEST utilization for remediation Break remediation opportunities</p> <ul style="list-style-type: none"> ● Fall ● Winter ● Spring ● Summer school 	<p>Remediation Attendance Monitoring of student grades Monitoring of available assessment data</p>	<p>Student performance will be assessed each term in order to recommend additional intervention</p>	<p>ESS Funds</p>
<p><u>Objective 2:</u> Increase overall performance indicator of Special Education students on state assessments from 59.5 to 63.</p>	<p><u>Strategy 1:</u> KCWP 5: Intentional utilization of strategies and resources to improve student performance.</p>	<p><u>Activity 1:</u> KCWP 5: Monitoring of student progress will be used to identify students for various interventions: NEST utilization for remediation Break remediation opportunities</p> <ul style="list-style-type: none"> ● Fall ● Winter ● Spring ● Summer school 	<p>Remediation Attendance Monitoring of student grades Monitoring of available assessment data</p>	<p>Student performance will be assessed each term in order to recommend additional intervention</p>	<p>ESS Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: Increase overall performance indicator of Two or More Races students on state assessments from 59.2 to 63.</p>	<p>Strategy 1: KCWP 5: Intentional utilization of strategies and resources to improve student performance.</p>	<p>Activity 1: KCWP 5: Monitoring of student progress will be used to identify students for various interventions: NEST utilization for remediation Break remediation opportunities</p> <ul style="list-style-type: none"> ● Fall ● Winter ● Spring ● Summer school 	<p>Remediation Attendance Monitoring of student grades Monitoring of available assessment data</p>	<p>Student performance will be assessed each term in order to recommend additional intervention</p>	<p>ESS Funds</p>
<p>Objective 4: Increase overall performance indicator of hispanic students on state assessments from 74.3 to 77.</p>	<p>Strategy 1: KCWP 5: Intentional utilization of strategies and resources to improve student performance.</p>	<p>Activity 1: KCWP 5: Monitoring of student progress will be used to identify students for various interventions: NEST utilization for remediation Break remediation opportunities</p> <ul style="list-style-type: none"> ● Fall ● Winter ● Spring ● Summer school 	<p>Remediation Attendance Monitoring of student grades Monitoring of available assessment data</p>	<p>Student performance will be assessed each term in order to recommend additional intervention</p>	<p>ESS Funds</p>

4: English Learner Progress

<u>Goal 4: Increase the EL Performance Rating from a 2.6 to a 4.5</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1:</u> Increase the EL Performance Rating from a 2.6 to a 3.1</p>	<p><u>Strategy 1:</u> KCWP 5: Intentional utilization of strategies and resources to improve student performance.</p>	<p><u>Activity 1:</u> KCWP 4: Monitoring of student progress will be used to identify students for the following: NEST remediation Fall/Winter/Spring remediation Accommodations Coach will work with teachers to assist in implementing researched based educational strategies</p>	<p>KSA EL Performance Rating ACCESS scores</p>	<p>Walkthrough data Lesson Plans Interim grade reports</p>	

5: Quality of School Climate and Safety

<u>Goal 5: Increase the Quality of School Climate and Safety Indicator from 57.4 to 67.</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1:</u> Decrease the percentage of students that feel that bullying is an issue from 61% to 45% .</p>	<p><u>Strategy 1:</u> KCWP 6: Incorporate Bullying Prevention Strategies into the current PBIS system in use</p>	<p><u>Activity 1:</u> KCWP 6: All staff will receive in-house training regarding updated expectations on the PBIS plan</p> <p><u>Activity 2:</u> KCWP 6: All students will receive instruction regarding PBIS including the bullying prevention expectations</p>	<p>Quality of School Climate and Safety (KSA accountability)</p>	<p>School Climate Survey completed through Advisory in Fall and Winter.</p>	<p>None</p>
<p><u>Objective 2:</u> Increase the percentage of students that feel that school rules are fair and equitably enforced from 41% to 56%</p>	<p><u>Strategy 1:</u> KCWP 6: All staff will consistently enforce all school rules for all students.</p>	<p><u>Activity 1:</u> KCWP 6: All staff will receive in-house professional development regarding universal expectations for behavior and consequences.</p> <p><u>Activity 2:</u> KCWP 6: Staff will receive a printed guide for behavior infractions and the associated consequences.</p>	<p>Quality of School Climate and Safety (KSA accountability)</p>	<p>School Climate Survey completed through Advisory in Fall and Winter.</p>	<p>None</p>

6: Postsecondary Readiness

Goal 6: The Postsecondary Readiness Indicator for students will improve from 79.9 to 95.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1:</u> Increase Postsecondary Readiness Indicator score from 79.9 to 83.</p>	<p><u>Strategy 1:</u> KCWP 5: Increase the percentage of students that meet Academic Readiness Standards from 64.5% to 68% based on benchmark tests (ACT, KYOTE, etc)</p>	<p><u>Activity 1:</u> KCWP 5: Monitor the % of students meeting CPE benchmarks in Math, Reading, and English on CERT assessment, IXL benchmarks, KYOTE administration</p> <p><u>Activity 2:</u> KCWP 5: Create procedure for remediation both in a formal and informal instructional setting (NEST Utilization)</p> <p><u>Activity 3:</u> KCWP 3: Administer KYOTE, CERT and IXL assessments 3 times each school year</p> <p><u>Activity 4:</u> KCWP 3: Analysis of assessment data to plan remediation opportunities</p>	<p>Percentage of students meeting CPE benchmarks</p> <p>Utilization of NEST for remediation</p>	<p>Analysis of CERT, IXL and KYOTE progress each term</p>	<p>ATSI Funding</p>

Goal 6: The Postsecondary Readiness Indicator for students will improve from 79.9 to 95.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 2:</u> KCWP 6: Increase the percentage of students that meet Career Readiness Standards from 44.5% to 50%</p>	<p><u>Activity 1:</u> KCWP 6: Counselors and Administration will create a master schedule that assists students with completion of a career pathway</p> <p><u>Activity 2:</u> KCWP 6: Counselors and Administration will work with local colleges to increase the availability of dual credit offerings in various career areas.</p> <p><u>Activity 3:</u> KCWP 6: Counselors and Administration will work with local employers to increase the availability of apprenticeships and work-based experience.</p>	<p>Student enrollment in career pathways</p> <p>Student enrollment in dual credit courses</p> <p>Student completion of End of Program Assessments</p>	<p>Monitoring of student performance in career based course (Regular and Dual Credit)</p> <p>Monitoring of student performance in apprenticeships and work-based learning experiences</p>	<p>None</p>

7: Graduation Rate

<u>Goal 7: FCHS will increase the percentage of students graduating high school in 4 years from 91.6% to 95%</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1:</u> Increase 4-year Graduation Rate from 91.6% to 93%.</p>	<p><u>Strategy 1:</u> KCWP 5: Ensure that all students that leave FCHS have transfer information in IC</p>	<p><u>Activity 1:</u> KCWP 5: Review all student transfers to ensure that records are released to new school</p> <p><u>Activity 2:</u> KCWP 5: Work with district drop-out prevention coordinator to track students that leave FCHS without transfer information</p>	<p>Student Cohort List is accurate without any “missing” students</p>	<p>Monthly Transfer Report</p> <p>Summer updated Cohort lists</p>	<p>None</p>

Goal 7: FCHS will increase the percentage of students graduating high school in 4 years from 91.6% to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 2:</u> KCWP 5: Analyze progress towards graduation for all students and provide interventions</p>	<p><u>Activity 1:</u> KCWP 5: Counselors and administration will Create and Update a Credit Recovery Spreadsheet for each Cohort to ensure that all students are gaining the required courses to graduate on time</p> <p><u>Activity 2:</u> KCWP 5: Counselors and Administration will assign students appropriate interventions to help progress towards graduation (ie: Credit Recovery, Break remediations, 8th Hour)</p> <p><u>Activity 3:</u> KCWP 5: Administration will monitor student grades each term and provide mentoring for students that need intervention</p>	<p>Student transcripts show current classes that are completed</p> <p>Student grade reports</p> <p>Credit Recovery Spreadsheet updated with student progress</p>	<p>Counselors meet with all seniors to review graduation progress</p> <p>Student grade checks will be reviewed at every mid-term and term reporting period</p> <p>Counselors will meet with department PLC meetings to discuss progress towards graduation.</p>	<p>None</p>

Goal 7: FCHS will increase the percentage of students graduating high school in 4 years from 91.6% to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>Strategy 3:</u> KCWP 5: Administration will create a “watch list” and serve as mentors for all students in danger of not meeting graduation requirements</p>	<p><u>Activity 1:</u> KCWP 5: Each summer administration will create a “watch list” to assist with student mentoring</p> <p><u>Activity 2:</u> KCWP 5: Administration will meet with at-risk students monthly to determine progress towards graduation</p>	<p>Credit Recovery Progress</p> <p>Student Grade reports</p>	<p>Student grade checks will be reviewed at every mid-term and term reporting period</p>	<p>None</p>

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:
<p>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?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
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 the evidence-based practice to ensure it is implemented with fidelity?

Response:

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.

TSI/ATSI Evidence-based Practices

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 “[Compliance Requirements](#)” 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	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

Evidence-based Practices

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