

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

The greatest concern is the decline in proficient and distinguished scores in almost every area. Along with that decline, there is a rise in novice scores as well. 49% of our students are scoring p/d in reading, 38% in math, 18% in science, 47% in social studies, and 46% in writing. When these scores are compared to our students with a disability, there is a large gap in those scoring proficient. For our students with a disability, those scoring p/d are 8% for reading, 6% for math, 11% for science, 27% for social studies, and 20% for writing.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Design and deliver instruction
Design, align, deliver support processes

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	62.3	-6
State Assessment Results in science, social studies and writing	57.3	-5.7
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	65.5	-2.7
Postsecondary Readiness (high schools and districts only)	94.8	1.3
Graduation Rate (high schools and districts only)	97.5	-0.5

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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

Goal 1 (State your reading and math goal.): CCHS School Proficiency Goal will be to reach the necessary score to achieve High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students reaching proficient and distinguished in math will increase from 38% to 61.5%.	Design and Deliver instruction to incorporate the formative learning cycle.	Continued training and monitoring of use of the formative learning cycle in lessons	Adherence to formative learning cycle in daily lesson plans	Walkthroughs will be conducted by administrators and instructional coaches. Started in August and happening through May.	
	Effective PLC process will be implemented to plan, assess, and respond to student data.	Restructuring of intentional PLCs for common courses to meet weekly throughout the year.	Communication notes with instructional coaches PLC notes Common Assessment Results	Biweekly meetings will be held with administrators and instructional coaches throughout the year. PLC meetings will be held weekly and administrators will attend meetings to ensure implementation of activities and goals.	
		Continued training of KSA blueprints and ongoing monitoring of progress of students progress towards proficiency throughout the year.		Middle and high school vertical alignment PLC will happen twice this school year.	
	Review, analyze, and plan instruction based upon MAP/CERT data.	Incorporate the use of IXL for individualized remediation Increase the ACT prep and MAP remediation to expand the opportunities for all students to receive prep through CLC. Utilize this data to incorporate small group instruction in all classes. Staff release days will be utilized to review data and plan for intentional responses to areas of concern.	MAP and CERT scores ACT scores Usage reports of IXL PLC notes	Instructional coaches and administrators will meet after each assessment to discuss MAP/CERT results. This will happen in September, February, and May. Instructional coaches will collaborate with teachers ongoing to support instruction based upon assessment data. Progress will be reported to administrators at biweekly meetings starting in August through May.	

Goal 1 (State your reading and math goal.): CCHS School Proficiency Goal will be to reach the necessary score to achieve High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				IXL reports will be analyzed quarterly by instructional coach and administrators.	
Objective 2: Students reaching proficient and distinguished in reading will increase from 49% to 65.9%.	Design and Deliver instruction to incorporate the formative learning cycle.	Continued training and monitoring of use of the formative learning cycle in lessons	Adherence to formative learning cycle in daily lesson plans	Walkthroughs will be conducted by administrators and instructional coaches. Started in August and happening through May.	
	Effective PLC process will be implemented to plan, assess, and respond to student data.	Restructuring of intentional PLCs for common courses to meet weekly throughout the year.	Communication notes with instructional coaches	Biweekly meetings will be held with administrators and instructional coaches Starting in August and going through May	
	Vertical alignment of content courses	Continued training of KSA blueprints and ongoing monitoring of progress of students progress towards proficiency throughout the year.	PLC notes Common Assessments	PLC meetings will be held twice a month and administrators will attend meetings to ensure implementation of activities and goals. Middle and high school vertical alignment PLC will happen twice this school year.	
	Review, analyze, and plan instruction based upon MAP/CERT data.	Incorporate the use of IXL and Reading Plus for individualized remediation Increase the ACT prep and MAP remediation to expand the opportunities for all students to receive prep through CLC.	MAP and CERT scores ACT scores Usage reports of IXL and Reading Plus PLC notes Walkthrough data	Instructional coaches and administrators will meet after each assessment to discuss MAP/CERT results. This will happen in September, February, and May. Instructional coaches will collaborate with teachers ongoing to support instruction based upon assessment data. Progress will be reported to	
		Utilize this data to incorporate small group instruction in all classes.			

Goal 1 (State your reading and math goal.): CCHS School Proficiency Goal will be to reach the necessary score to achieve High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Staff release days will be utilized to review data and plan for intentional responses to areas of concern.</p> <p>Intentional reading instruction will occur across all contents. Common annotation strategies will be utilized in classes.</p>		<p>administrators at biweekly meetings starting in August through May.</p> <p>IXL and Reading Plus reports will be analyzed monthly by administrators.</p> <p>Walkthrough data will be tracked in order to identify incorporation of reading activities in all contents throughout the year.</p> <p>Weekly ideas for writing will be shared with staff via email from the instructional coach.</p>	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): The School Indicator score will be at a High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient and distinguished on Combined Writing from 46% to 73%.	Design and Deliver instruction to incorporate the formative learning cycle.	Continued training and monitoring of use of the formative learning cycle in lessons.	Adherence to formative learning cycle in daily lesson plans	Walkthroughs will be conducted by administrators and instructional coaches. Started in August and happening through May.	
	Effective PLC process will be implemented to plan, assess, and respond to student data.	Incorporation and monitoring of school wide writing strategies.	Communication notes with instructional coaches	Biweekly meetings will be held with administrators and instructional coaches from August to May.	
	Vertical alignment of common contents with writing strategies.	Utilize a common writing strategy in all classes and provide training for staff to implement and to be able to provide feedback to students on their writing.	PLC notes	Common writing strategies will be created and maintained in a common CCHS Staff Google Drive. Weekly ideas for writing will be shared with staff via email from the instructional coach.	
		Share with all contents sample writing prompts aligned to KSA to increase students familiarity with the test format.	Writing Activities and student progress towards proficiency throughout the year on writing prompts.	PLC meetings will be held weekly and administrators will attend meetings to ensure implementation of activities and goals	
				Middle and high school vertical alignment PLC will happen twice this school year.	
	Review, analyze, and plan instruction based upon MAP data.	PLC meetings to review and analyze results of writing activities.	MAP scores	Instructional coaches and administrators will meet after each assessment to discuss MAP results. This will happen in September, February, and May.	
		Intentional focus and planning to improve Language Usage skills among students.	Growth and observation of writing implemented in all content areas.		

Goal 2 (State your science, social studies, and writing goal.): The School Indicator score will be at a High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			PLC notes	<p>Instructional coaches will collaborate with teachers ongoing to support instruction based upon assessment data. Progress will be reported to administrators at biweekly meetings starting in August through May.</p> <p>Collaboration with literacy lead, PLC leads, and administration to support needs of teachers in implementation of common writing strategies. Communication with all staff will begin in November.</p>	
<p>Objective 2 Increase the scoring proficient and distinguished on the Science Operational Test from 18% to 56.2%.</p>	<p>Design and Deliver instruction to incorporate the formative learning cycle.</p> <p>Effective PLC process will be implemented to plan, assess, and respond to student data.</p> <p>Vertical alignment of common contents with writing strategies.</p>	<p>Continued training and monitoring of use of the formative learning cycle in lessons</p> <p>Restructuring of PLCs with a focus on planning, assessment, and student focused meetings will be utilized to ensure rigorous alignment of instruction and assessments focusing on standards in common courses.</p> <p>Continued training of KSA blueprints and ongoing monitoring of progress of students progress towards proficiency throughout the year.</p>	<p>Adherence to formative learning cycle in daily lesson plans</p> <p>Communication notes with instructional coaches</p> <p>PLC notes</p> <p>Common Assessments</p>	<p>Walkthroughs will be conducted by administrators and instructional coaches from August through May.</p> <p>Biweekly meetings will be held with administrators and instructional coaches starting in August and going through May</p> <p>PLC meetings will be held weekly and administrators will attend meetings to ensure implementation of activities and goals.</p> <p>Middle and high school vertical alignment PLC will happen twice this school year.</p>	
		<p>Common Plan time meetings for Chemistry teachers guided by an instructional coach will focus on</p>			<p>Instructional coach will monitor the use of Gizmos and student</p>

Goal 2 (State your science, social studies, and writing goal.): The School Indicator score will be at a High or Very High rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>alignment of curriculum and assessments.</p> <p>Integration of Gizmos into all Science courses</p>		<p>understanding of these activities quarterly.</p>	
	<p>Review, analyze, and plan instruction based upon MAP/CERT data.</p>	<p>Increase the ACT prep and MAP remediation to expand the opportunities for all students to receive prep through CLC.</p> <p>Intentional support for students that are not enrolled in a science course their junior year.</p> <p>Utilize this data to incorporate small group instruction in all classes.</p> <p>Staff release days will be utilized to review data and plan for intentional responses to areas of concern.</p>	<p>MAP scores</p> <p>PLC notes</p>	<p>Instructional coaches and administrators will meet after each assessment to discuss MAP results. This will happen in September, February, and May.</p> <p>Instructional coaches will collaborate with teachers ongoing to support instruction based upon assessment data. Progress will be reported to administrators at biweekly meetings starting in September through May.</p>	

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 Improve students in the disability gap group scoring proficient and distinguished in Reading from 14% to 24.5%.</p>	<p>Design and Deliver instruction to incorporate the formative learning cycle.</p> <p>New evidence-based instructional strategies will be implemented.</p>	<p>Continued training and monitoring of use of the formative learning cycle in lessons</p> <p>Restructuring of PLCs for special education teachers to meet with content teachers regularly.</p> <p>Monthly PLCs time for special education department.</p> <p>Provide training in John O'Connor's "Great Instruction" model, Anita Archer's "Explicit Instruction" model and Marilyn Friend's "co-teaching" model, Pooja Agarwal's "retrieval practice" content, and Spencer Kagan's "cooperative learning model</p>	<p>Adherence to formative learning cycle in daily lesson plans</p> <p>Communication notes with instructional coaches</p> <p>PLC notes</p> <p>Common Assessments</p>	<p>Walkthroughs (virtual and in-person) will be conducted by administrators and instructional coaches. Started in October and happening through May.</p> <p>PLC meetings will be held once a month and administrators will attend meetings to ensure implementation of activities and goals</p>	
	<p>Review, analyze, and plan instruction based upon MAP/CERT data.</p>	<p>Increase the ACT prep and MAP remediation to expand the opportunities for all students to receive prep through CLC.</p>	<p>MAP scores</p> <p>PLC notes</p>	<p>Instructional coaches and administrators will meet after each assessment to discuss MAP results. This will happen in September, February, and May.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Utilize this data to incorporate small group instruction in all classes</p> <p>Staff release days will be utilized to review data and plan for intentional responses to areas of concern.</p>		<p>Weekly PLCs will allow for teachers to collaborate on ideas to remediate from this data.</p>	
	<p>Small Group Instruction</p>	<p>All Co-Teaching groups will be implementing strategies from Great Instruction Great Achievement by John O'Connor</p> <p>Common plan time for co-teaching pairs will be maintained to ensure planning for instructional activities.</p> <p>Training for all teachers and administrators on how to implement small group strategies into courses without a collaborating teacher.</p> <p>Training for all teachers and administrators on explicit instruction.</p>	<p>Adherence to small group instruction in Daily Lesson Plan</p> <p>Progress monitoring data shows growth for students with an IEP</p>	<p>Monthly meetings with collaborating teachers and administrators to discuss progress and support needed with small group instruction.</p> <p>Walkthroughs with special education department and administrators to ensure alignment with best practices.</p>	
<p>Objective 2: Improve students in the disability gap group scoring proficient and distinguished in Math from 7% to 23.5%</p>	<p>Design and Deliver instruction to incorporate the formative learning cycle.</p> <p>New evidence-based instructional strategies will be implemented.</p>	<p>Continued training and monitoring of use of the formative learning cycle in lessons</p> <p>Provide training in John O'Connor's "Great Instruction" model, Anita Archer's "Explicit Instruction" model and Marilyn Friend's "co-teaching" model, Pooja Agarwal's "retrieval</p>	<p>Adherence to formative learning cycle in daily lesson plans</p> <p>Communication notes with instructional coaches</p>	<p>Walkthroughs (virtual and in-person) will be conducted by administrators and instructional coaches. Started in October and happening through May.</p> <p>PLC meetings will be held once a month and administrators will attend</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>practice" content, and Spencer Kagan's "cooperative learning model</p> <p>Restructuring of PLCs for special education teachers to meet with content teachers regularly.</p> <p>Monthly PLCs time for special education department.</p>	<p>PLC notes</p> <p>Common Assessments</p>	<p>meetings to ensure implementation of activities and goals</p>	
	<p>Review, analyze, and plan instruction based upon MAP/CERT data.</p>	<p>Increase the ACT prep and MAP remediation to expand the opportunities for all students to receive prep through CLC.</p> <p>Utilize this data to incorporate small group instruction in all classes.</p> <p>Staff release days will be utilized to review data and plan for intentional responses to areas of concern.</p>	<p>MAP scores</p> <p>PLC notes</p>	<p>Instructional coaches and administrators will meet after each assessment to discuss MAP results. This will happen in September, February, and May.</p> <p>Weekly PLCs will allow for teachers to collaborate on ideas to remediate from this data.</p>	
	<p>Small Group Instruction</p>	<p>All Co-Teaching groups will be implementing strategies from Great Instruction Great Achievement by John O'Connor</p> <p>Common plan time for co-teaching pairs will be maintained to ensure planning for instructional activities.</p> <p>Training for all teachers and administrators on how to implement small group strategies</p>	<p>Adherence to small group instruction in Daily Lesson Plan</p> <p>Progress monitoring data shows growth for students with an IEP</p>	<p>Monthly meetings with collaborating teachers and administrators to discuss progress and support needed with small group instruction.</p> <p>Walkthroughs with special education department and administrators to ensure alignment with best practices.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>into courses without a collaborating teacher.</p> <p>Training for all teachers and administrators on explicit instruction.</p>			

4: English Learner Progress

Goal 4 (State your English Learner goal.): not applicable					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The school’s quality of climate and safety Indicator will increase to a high or very high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of favorable responses for being respected by peers will increase.	Establish learning environment and culture	Increase parent understanding of social media with communication of information.	Decrease in behavior write ups for bullying, disrespect, and violation of AUP in regards to social media	Quarterly administrator meetings to analyze data Surveys after an event	
		Host informational parent nights regarding mental health and social media			
		Increase support for students to understand the implications of posting on social media through classroom guidance, class presentations, and social media awareness campaigns.			
Objective 2:					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): The school post-secondary readiness Indicator will maintain a very high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve the number of students achieving College Readiness from 84.5% to 88%	Design and Deliver instruction to incorporate ACT standards into junior and senior core content classes	<p>Collaboration with instructional coaches, regular education teachers, and special education collaborating teachers to differentiate instruction using most recent assessment data.</p> <p>PLCs will implement ACT support throughout the year and plan activities in response to CERT scores.</p>	<p>Benchmark tests</p> <p>ACT scores</p> <p>CERT scores</p>	<p>Within the first semester student data will be analyzed to see who would be able to take the ACT. Roster is due in January and test is in March</p> <p>Quarterly updates will be communicated with teachers and administrators.</p>	
	Design and Deliver instruction to incorporate KYOTE standards into senior English and Math classes	<p>Through math classes students will be taking practice KYOTE assessments and completing the KYOTE assessment twice.</p> <p>Through English classes students will be taking practice Reading and Writing KYOTE assessments and completing the KYOTE assessment twice.</p> <p>English teachers will receive training for KYOTE for the standards assessed and rubrics used.</p>	<p>Benchmark tests</p> <p>KYOTE tests</p>	<p>All students that have not met benchmark will test in all areas near the end off the first semester as well as again near the end of the second semester.</p> <p>Quarterly updates will be communicated with teachers, instructional coaches and administrators.</p>	
Objective 2	Career Counseling	Counselors will have intentional scheduling meetings with students to ensure course selection aligns	Increase in completion rate of career interest inventory.	Collaboration with College/Career Coach and NaviGo	

Goal 6 (State your postsecondary goal.): The school post-secondary readiness Indicator will maintain a very high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Improve the number of students achieving Career Readiness from a 64% to 68%		<p>with their future plans through Project Destination.</p> <p>Continued use of YouScience Assessment Analysis and NaviGo career counseling to all grade levels</p> <p>Implement Project Destination that will support all student’s plans after graduation, support the profile of a graduate attributes, and provide post-secondary training for students.</p> <p>Educate parents/guardians of all the destinations to support all students’ attainment of their goals after high school</p> <p>All incoming freshman will choose an introductory destination elective in order to declare their area of concentration throughout high school.</p>	<p>Adherence to lesson plan implementation to CLC discussions</p> <p>Feedback from stakeholders about impact of career counseling</p> <p>Increase the number of students enrolling in post-secondary courses.</p>	<p>Career Coach will collaborate with teachers in order to ensure student completion of career interest inventory.</p> <p>Career Coach will collaborate with counselors to support scheduling by January</p>	
	Design, align and support pathways	<p>Ensure all CTE pathways have certification available to all students in those pathways.</p> <p>Analyze course completion in pathways to identify all students eligible for End of Program testing.</p>	<p>Increase in the number of students considered “a concentrator” in a pathway.</p> <p>Increase the number of students taking an End of Program test along</p>	<p>Career Coach will work with administration to complete pathway planning by January.</p> <p>Data will be tracked by Career Coach quarterly and reported to administration.</p>	

Goal 6 (State your postsecondary goal.): The school post-secondary readiness Indicator will maintain a very high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure pathways are streamlined and focused for students to become completers.</p> <p>Develop business partnerships in all pathways in order to increase the internship, coop opportunities, and practitioner experiences for students.</p> <p>Develop Capstone courses for CTE pathways to align to students post-secondary goals.</p>	<p>with industry certifications.</p> <p>Increase in the number of business partnerships and internship opportunities for students.</p>	<p>PLC meetings will be held bi-weekly for Career Coach to collaborate with and update the CTE department.</p> <p>Quarterly meetings with local universities and colleges to update progress of students and new opportunities for students.</p>	

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): To maintain at least 97% graduation rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To maintain at least 97% graduation rate.	Design, Align, and Deliver Support	<p>Weekly cabinet meetings to discuss at risk students and monitor counselor PTGT lists.</p> <p>Increase the amount of home visits to students that are considered at risk, based grades or attendance.</p> <p>Credit Recovery utilization for students behind in credit accumulation towards graduation.</p> <p>Support students in 10th and 11th grade with intentional tiered interventions.</p>	<p>Improvement of student performance in areas of grades, attendance, and behavior.</p> <p>Improvement in students being on track for graduation.</p> <p>Increase in credits earned for students not one track to graduate on time.</p>	<p>Counselors, youth service coordinator, resource officers, and administrators will collaborate to conduct home visits. This will be weekly meetings starting in September.</p> <p>Home visits will increase.</p>	
Objective 2 All students will graduate high school with a clear understanding of his/her personal and learning strengths and experience and skills in his/her career interests in order to support a successful transition to college or career.	Design & Deliver Instruction	<p>Continued use of YouScience Assessment Analysis and NaviGo career counseling to all grade levels</p> <p>All teachers will implement the use of Profile of a Graduate criteria into daily lessons.</p> <p>Junior Jumpstart event to inform juniors what is needed to be ready for a successful senior year.</p>	<p>Increase in completion rate of career interest inventory.</p> <p>Analysis of transition defense rubrics by all stakeholders on the transition defense panel.</p> <p>Student surveys will indicate that students have a clear understanding of</p>	<p>Teachers will implement NaviGo lessons during CLC and they will be provided support to implement these lessons throughout the school year.</p> <p>Student work on Transition Defense Presentations will be on going throughout the year with final presentations taking place in April.</p>	

Goal 7 (State your graduation goal.): To maintain at least 97% graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All students will meet with their guidance counselor at least once each year.	pathway opportunities, have had opportunities to experience real-world application of concepts and skills required in at least one pathway, and express a clear connection between high school work and postsecondary plans for their future.		

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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: Perform an assessment of teachers in collaborative settings to determine the frequency with which specially designed instructional practices are utilized and how the students within them perform. Walkthroughs will be performed with school administration and district leadership to ensure alignment and consistency across all classes.</p> <p>Collaborative teaching groups with the best practices will become model groups for peer observations. Growth will be measured through GradeCam standards based assessment practices throughout the year.</p> <p>Training of leadership team in John O'Connor's "Great Instruction" model, Anita Archer's "Explicit Instruction" model and Marilyn Friend's "co-teaching" model, Pooja Agarwal's "retrieval practice" content, and Spencer Kagan's "cooperative learning model"</p> <p>School leadership will have training on critical needs of IEP writing process and progress monitoring in order to regularly support special education teachers to ensure not just compliance in IEP writing, but successful implementation of SDI in courses.</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: Each year department heads review the resources they utilized throughout the year and make a request for any changes. Department heads meet with the principal in late winter/early spring to discuss use of current resources and needs for new resources. All recommendations are then presented to Site Base to allocate any necessary funds needed from the high school. Other requests not allocated from high school funds or that will use special education funds are then discussed with members of central office and presented to the board.</p> <p>Evaluate new resources aligned with math, English, and interpersonal skills to ensure effectiveness to help with students growth. Success will be evaluated analyzing progress reports and comparing growth from previous years without the resources.</p> <p>Determine a curriculum that is supportive of the high school environment and aligned with SEL goals of students in work skills foundation courses.</p> <p>Resources necessary to move forward:</p>

PROGRAM RESOURCES -
 MSD - purchase rest of the Attainment Materials for HS, purchase Special Ed simplified, purchase Interception resources, review communication resources

Provide a continuum of class options for students who need more intensive explicit instruction on content below grade level (for example, reading fluency or comprehension strategies) - review class options/ add classes or restructure classes so that resource classes focus on critical content of one academic area

Provide training for new collaborating teachers. Training for all staff on evidence based practices with a focus on explicit instruction, retrieval practice, self-monitoring, executive function skills. Training for special education staff on IEP writing protocols. Training for general education teachers on implementing accommodations

Explicit instruction for staff and students on the use of assistive technology for increasing access to texts, writing, and math supports

Training of support staff to understand the various disabilities and services they provide in order to increase student learning and progress towards IEP goals.

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:

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 on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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"/>
Train special ed staff on IEP state-wide development protocols	Office of Special Education and Early Learning (July 2022) KDE IEP Guidance Document	<input type="checkbox"/>
Train staff on evidence based practices through small group instruction and SDI	Anita Archer, Explicit Instruction Retrieval Practice resources KDE Mathematical Tool Resource Kit O’Connor, J (2016) Great Achievement for Students with Disabilities: A Roadmap for Special Education Marilyn Friend’s coteaching models Pooja Agarwal's "retrieval practice" content Spencer Kagan's "cooperative learning model"	<input type="checkbox"/>
Train staff of goal-specific curriculum resources for foundation courses	ALEKS support for math goals Achieve3000 support for reading and writing goals Everyday Speech support for interpersonal goals	<input type="checkbox"/>
		<input type="checkbox"/>

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:
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 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:

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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