

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.

We will continue to support our students with disabilities to close the gap between them and our general population by reducing the number of students scoring novice and increasing the number of students scoring proficient or distinguished. Further, we will focus on instructional strategies and planning to address our science scores.

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.

Our school will continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. This work happens in PLC meetings by department. Each year, a different department will work through a protocol to evaluate high quality instructional resources to make sure that our curriculum best supports student learning.

We will continue to establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. This framework includes practices such as:

- Inclusive Curriculum: Developing curricula that reflect diverse perspectives and experiences.
- Professional Development: Providing training and development opportunities for educators to understand and implement inclusive practices.
- Data Collection and Analysis: Regularly collecting and analyzing data to identify and address disparities in student outcomes.

It's important to continue monitoring and evaluating the effectiveness of this framework and adjust as needed to further promote equity and inclusion in our school.

OCHS is intentionally designing the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions. We believe an inclusive and accessible learning environment is vital for ensuring that every student, regardless of their background or abilities, has the opportunity to thrive and learn to their fullest potential.

Creating an inclusive and accessible learning environment involves practices such as:

- Universal Design for Learning (UDL): Implementing UDL principles to design instruction and materials that cater to diverse learning styles and abilities.
- Access to Resources: Ensuring that all students have equal access to resources, materials, and technology required for learning.
- Inclusive Instruction: Employing teaching strategies that accommodate various learning needs and styles, and providing additional support when necessary.
- Physical Accessibility: Making sure the physical environment of the school is accessible to all, including students with disabilities.
- Culturally Responsive Practices: Incorporating diverse perspectives and cultural competence into the curriculum and teaching methods.

Differentiated Instruction: Tailoring instruction to individual students' needs and abilities.
 Support Services: Offering support services and accommodations to students with disabilities, learning differences, or other needs.
 Professional Development: Providing ongoing training for educators to enhance their ability to create inclusive and accessible learning experiences.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.4	Maintain
State Assessment Results in science, social studies and writing	51.1	Decrease
English Learner Progress		
Quality of School Climate and Safety	59.1	Maintain
Postsecondary Readiness (high schools and districts only)	88.5	Increase
Graduation Rate (high schools and districts only)	96.5	Maintain

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 <u>Kentucky's six (6) Key Core Work Processes</u> 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: We will increase the combined reading and math indicator score from 72.8 to 80.0 by the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 We will increase the number of students scoring proficient in reading from 57% proficient to 65% proficient by the end of the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>High-Quality Instructional Resources (HQIR)</p> <p>Review, select, and implement research-supported classroom resources in English and Math</p>	<p>PLC minutes, instruction that is aligned in classrooms as reflected in walkthrough data</p>	<p>Review timeline and progress every 45 days (Mission Control Team - Goal 1)</p>	<p>Waiting for quotes*</p>
		<p>Assessment Bank of KSA-Style Reading and Math Items</p> <p>Yearly practice with the Pearson platform.</p> <p>Analyze released KSA questions to determine common features.</p> <p>Design at least one KSA-style assessment item per unit for courses that include students in grades 9-10.</p> <p>Track student data on the KSA-style assessments and discuss in PLC; record notes on unit organizers.</p>	<p>Increased assessment scores for CFAs</p>	<p>Analysis work included in summer PD (2023) - Slides here</p> <p>Items linked on Unit Organizers in the PLC Hub</p> <p>Review progress every 45 days (Mission Control Team - Goal 1)</p>	<p>0</p>
		<p>Specialized Core+ Support for Novice and Apprentice Students</p> <p>Administer CERT as the universal screener.</p> <p>Using multiple data points, identify students who are likely to score in the Novice and Apprentice range.</p>	<p>Universal screener scores</p> <p>Core+ progress data</p> <p>Core+ Exit Criteria data</p>	<p>Review progress every 45 days (Mission Control Team - Goal 1)</p>	<p>0</p>

Goal 1: We will increase the combined reading and math indicator score from 72.8 to 80.0 by the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide Specialized Core+ for students in order to develop grade-level skills and knowledge.			
Objective 2 We will increase the number of students scoring proficient in math from 52% proficient to 56% proficient by the end of the 2023-24 school year.	KCWP 1: Design and Deploy Standards (What should students know and be able to do?) KCWP 5: Design, Align, and Apply Data	Assessment Bank of KSA-Style Reading and Math Items Yearly practice with the Pearson platform. Analyze released KSA questions to determine common features. Design at least one KSA-style assessment item per unit for courses that include students in grades 9-10. Track student data on the KSA-style assessments and discuss in PLC; record notes on unit organizers.	Increased assessment scores for CFAs	Analysis work included in summer PD (2023) - Slides here Items linked on Unit Organizers in the PLC Hub Review progress every 45 days (Mission Control Team - Goal 1)	0
		Building Thinking Classrooms (BTC) Train all math teachers in BTC Implement the principles of thinking classrooms in all math classes.	Walkthrough data, PLC minutes	Checklist of teachers to track who has been trained; include ECE teachers that support math. Provide summer 2023 PD option as well as fall semester 2023 book study. Coaching cycles for Algebra I and Geometry Review progress every 45 days (Mission Control Team - Goal 1)	0

Goal 1: We will increase the combined reading and math indicator score from 72.8 to 80.0 by the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Specialized Core+ Support for Novice and Apprentice Students</p> <p>Administer CERT as the universal screener.</p> <p>Using multiple data points, identify students who are likely to score in the Novice and Apprentice range.</p> <p>Provide Specialized Core+ for students in order to develop grade-level skills and knowledge.</p>	<p>Universal screener scores</p> <p>Core+ progress data</p> <p>Core+ Exit Criteria data</p>	<p>Review progress every 45 days (Mission Control Team - Goal 1)</p>	<p>0</p>

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

Goal 2 (State science, social studies, and writing goal.): We will increase the indicator score for the science, social studies, and combined writing on the KSA from 51.1 to 70.0 by the end of the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 We will increase our Science Content Index score from 37 to 45 in the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>Collaborate with district support and other high schools to review current curriculum and alignment of science courses.</p> <p>Assessment Bank of KSA-Style Science Yearly practice with the Pearson platform.</p> <p>Analyze released KSA questions to determine common features.</p> <p>Schedule a school-wide junior on-demand practice test each Fall & Spring. Cross-curricular.</p> <p>Design at least one KSA-style assessment item per unit for courses that include students in grades 9-11.</p> <p>Utilize KSA rubrics and ensure student familiarity with how questions are scored.</p>	<p>Student assessment results, aligned PLC practices</p>	<p>PLC meetings, Lead Teacher meetings, and documentation</p> <p>Mission Control Group 2 Check-ins every 45 days</p>	
<p>Objective 2 We will increase the number of students scoring proficient in social studies from 38% proficient to 60% proficient by the end of the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>Intentionally plan to teach skills on analyzing & interpreting documents/data. Assess these skills through student writing.</p> <p>Students should be able to demonstrate learned skills and content knowledge through both reading and writing analyses and interpretation.</p>	<p>Assessment results on CFA data that measures the effectiveness of the activity</p>	<p>PLC meetings, Lead Teacher meetings, and documentation</p> <p>Mission Control Group 2 Check-ins every 45 days</p>	

Goal 2 (State science, social studies, and writing goal.): We will increase the indicator score for the science, social studies, and combined writing on the KSA from 51.1 to 70.0 by the end of the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Embedded into both lessons and assessments.</p> <p>Assessment Bank of KSA-Style Social Studies Yearly practice with the Pearson platform.</p> <p>Analyze released KSA questions to determine common features.</p> <p>Schedule a school-wide junior on-demand practice test each Fall & Spring. Cross-curricular.</p> <p>Design at least one KSA-style assessment item per unit for courses that include students in grades 9-11.</p> <p>Utilize KSA rubrics and ensure student familiarity with how questions are scored.</p>			
<p>Objective 3 We will increase the number of students scoring proficient on the KSA combined writing assessment from 41% proficient to 65% proficient by the end of the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>Intentionally plan to teach skills on analyzing & interpreting documents/data. Assess these skills through student writing.</p> <p>Students should be able to demonstrate learned skills and content knowledge through both reading and writing analyses and interpretation.</p> <p>Embedded into both lessons and assessments.</p>	<p>Assessment results on CFA data that measures the effectiveness of the activity</p>	<p>PLC meetings, Lead Teacher meetings, and documentation</p> <p>Mission Control Group 2 Check-ins every 45 days</p>	

Goal 2 (State science, social studies, and writing goal.): We will increase the indicator score for the science, social studies, and combined writing on the KSA from 51.1 to 70.0 by the end of the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Assessment Bank of KSA-Style Editing & Mechanics, and On-Demand Items</p> <p>Yearly practice with the Pearson platform.</p> <p>Analyze released KSA questions to determine common features.</p> <p>Schedule a school-wide junior on-demand practice test each Fall & Spring. Cross-curricular.</p> <p>Design at least one KSA-style assessment item per unit for courses that include students in grades 9-11.</p> <p>Utilize KSA rubrics and ensure student familiarity with how questions are scored.</p>			
<p>Objective 4 We will reduce the number of students with disabilities scoring novice on the combined writing assessment from 59% to 40% by the end of the 2023-24 school year.</p>	<p>KCWP 5: Design, Align, and Apply Data</p>	<p>Dedicated Support in READING & WRITING for Novice and Apprentice Students</p> <p>Administer the universal screener. Using multiple data points, identify students who are likely to score in the Novice and Apprentice range. Provide Dedicated Lead and Core+ Intervention for students to develop grade-level skills and knowledge.</p>	<p>Assessment results on CFA data that measures the effectiveness of the activity</p>	<p>PLC meetings, Lead Teacher meetings, and documentation</p> <p>Mission Control Group 2 Check-ins every 45 days</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 We will reduce the number of students with disabilities scoring novice on the reading assessment from 39% to 32% by the end of the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?) KCWP 5: Design, Align, and Apply Data</p>	<p>Intentional CORE+: *iReady training to use as a screener/placer & skill deficit determination *Identify entrance/dismissal students from dedicated lead</p>	<p>CERT and iReady scores</p>	<p>Mission Control Group 3 Check-ins every 45 days PLC monitoring plan</p>	<p>0</p>
<p>Objective 2 We will reduce the number of students with disabilities scoring novice on the math assessment from 54% to 44% by the end of the 2023-24 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?) KCWP 5: Design, Align, and Apply Data</p>	<p>*iReady universal screener for all kids *Exit criteria Building capacity with Co-Teaching PLC work: *Stds approach in ALL classes - Tier 1/ PLC work</p>			
<p>Objective 3 We will increase the Science Content Index score for students with disabilities from 15.6 to 20.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?) KCWP 5: Design, Align, and Apply Data</p>	<p>*Modifications/differentiation - build teacher skill; Use of planning tools (graphic organizers, chunked assignments, guided notes) *Focus on "teaching" accommodations to students</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>*Building trust and capacity with co-teaching partners</p> <p>Frequent review of student status: Behavior-Attendance-Grades (B-A-G) checks</p> <p>Master schedule: Identify common plan for Reg/Sped teachers (PLC?)</p> <p>Consistency in who are co-teachers are (recurring partnerships)</p>			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2024.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level.	<p>Provide additional PD opportunities for teachers.</p> <p>Instructional accommodations and supports in content classes</p> <p>Building teacher capacity and moving away from a “life-raft” mode</p> <p>Community Outreach and support</p> <p>Inform and connect EL students to career-building pathways, such as Seal of Biliteracy, Future 42</p> <p>Record and post informational videos (in Spanish and English and with multiple language subtitles); posted so parents can watch asynchronously</p>	<p>PSP Communication Plan</p> <p>PLC minutes</p> <p>Bi-lingual videos</p> <p>Family Attendance at community events</p>	<p>Attendance/Sign-in sheets</p> <p>Implementation monitored through walk-throughs</p> <p>Mission Control 3 Check-ins every 45 days</p>	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of school year 2026, the climate index score will increase from 62.3 to 80.0 and the safety index score will increase from 57.5 to 70.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By the end of the 2023-24 school year, the climate index score for students who are "Two or More Races" will increase from 60.4 to 70.0.</p> <p>By the end of the 2023-24 school year, the safety index score for students who are "Two or More Races" will increase from 50.9 to 60.0.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>We will continue to implement Character Strong, a social emotional learning program, in our extended advisory classes.</p>	<p>Increased survey results</p>	<p>Agendas and updates during leadership meetings</p> <p>Advisory Master Slides</p> <p>Progress notes from targeted SEL groups</p> <p>Advisory lesson plans</p> <p>Mission Control 5 Check-ins every 45 days</p>	<p>0</p>
<p>Objective 2</p> <p>By the end of the 2023-24 school year, the climate index score for students with disabilities will increase from 62.8 to 70.0.</p> <p>By the end of the 2023-24 school year, the safety index score for students with disabilities will increase from 60.6 to 70.</p>		<p>Our mental health counselor, along with our counseling team will identify small groups for targeted SEL conversation and support.</p> <p>Continue to promote diversity through heightened recognition of multicultural activities such as "Hispanic Heritage Month" and "African American Heritage Month". Encouraging the growth of the relatively new "Junior Society of Hispanic Professional Engineers" by including them in things such as the homecoming parade and special recognition at the commencement ceremony.</p> <p>We will continue to implement advisories, where students develop at least one trusted relationship with their adult advisor and work to develop relationships with diverse set of peers in their advisory groups, where they meet daily.</p> <p>We will continue to promote awareness about how to report any concerns related to safety of students or the school environment, through ongoing communication about ways</p>			

Goal 5 (State your climate and safety goal.): By the end of school year 2026, the climate index score will increase from 62.3 to 80.0 and the safety index score will increase from 57.5 to 70.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to do this, -in person with trusted adult, online reporting system and relationship building amongst students, counselors, administrators, and teachers.</p> <p>Continue to advocate for relative elective opportunities for students with disabilities in the development of the master schedule.</p> <p>We also use the online relay system monitored by our mental health consultants to flag any issues related to self-harm a student may search or type while online.</p>			

6: Postsecondary Readiness (High School Only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the end of the 202-24 school year, the post secondary readiness rate for OCHS will increase from 88.5 to 95.0.</p>		<p>Post-Secondary Informational</p> <ul style="list-style-type: none"> ● Score Posters (in classrooms) ● CCR Info to Senior and Junior parents ● Colonel Carousel ● CTE video/flyers 	<p>Communication to stakeholders about student progress on Post-Secondary Readiness.</p>	<p>PLC meetings Mission Control 6 Check-ins every 45 days</p>	
<p>Objective 2 By the end of the 2023-24 school year, the post-secondary readiness rate of our African American students will increase from 50.0 to 70.0.</p>		<p>CCR Celebrations</p> <ul style="list-style-type: none"> ● State Fair Field Trip ● CCR Poster ● Ice Cream Social ● Graduation Chords ● CCR shirts designed by ASB <p>ACT/KYOTE Prep</p> <ul style="list-style-type: none"> ● Core+ Sessions ● ACT Bootcamps ● KYOTE Testing <p>Current data tracking with updated Rosters</p> <ul style="list-style-type: none"> ● Pivot Tables ● Updated CCR List ● Targeted Students <p>CTE Curriculum</p> <ul style="list-style-type: none"> ● Course code alignment w/ name to match KDE ● Practice EOP ● Curriculum / Standards ● Pathway Survey ● Identify and prepare to give Industry Certifications <p>Community Involvement</p> <ul style="list-style-type: none"> ● Career Fair 	<p>Increased number of students with Industry Certifications and passing End of Program Assessments</p>		

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): We will have 100% of OCHS students graduate by the 2025-26 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 For the 2023-24 school year, we will increase the 4-year graduation rate from 95.7% to 99%.</p> <p>For the 2023-24 school year, we will increase the percentage of African American students graduating from 90 to 95% in the 4-year cohort.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Counselors will run academic failure reports and meet with students to determine supports needed</p> <p>*Counselors will conduct individual meetings with every senior to ensure an understanding and preparedness for graduation requirements in addition to discussing and providing resources for postsecondary plans</p> <p>*Counselors, Assistant Principals, Mental Health Consultant, and School Psychologist will conduct biweekly "Kid Talks" to identify students academically, behaviorally, or emotionally at risk. Action plans will be developed to intervene with said students.</p>	<p>Successful student conferences</p> <p>Increased scheduling in coursework that helps students meet individual graduation needs</p> <p>Successfully executed action plans</p>	<p>*Share-outs during Leadership meetings</p> <p>*Regularly scheduled CCR meetings with CCR team</p>	0
<p>Objective 2 For the 2022-23 school year, we will increase the 5-year graduation rate from 97.2% to 100%.</p> <p>For the 2022-23 school year, we will increase the 5-year graduation rate for economically disadvantaged students from 95.6% to 99%.</p>					

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? 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. 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. Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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:</p>
<p>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.</p>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<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:
<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>

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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