

# FCHS Comprehensive School Improvement Plan (CSIP)

## **Rationale**

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

## Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldrige, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

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

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

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

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

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

# Required Goals

## 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. Additional rows may be added for multiple targets, strategies and activities.

### Objective(s):

By 2026, students will demonstrate growth in combined reading and math scores, and there will be a reduction in students scoring novice at FCHS from 29.2 to 25% at FCHS.

### Strategy:

(KCWP 2) A system will be reviewed and revised to ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.

(KCWP 2) Job embedded professional development will be provided to address GAP needs.

### Activities:

1. Rtl or Anchor Strong Time: Administration and staff reviewed, evaluated, and revised AST based on intervention effectiveness. Program took on a new look with a direct focus on interventions (enrichment and remediation) to meet individual student learning needs. Edgenuity will be utilized for credit recovery or home-based instruction.
2. Anchor Strong time includes 30 minutes at the end of the day for interventions. 4 groups are using iReady for individual learning paths in Reading and Math, 5 groups are having literary circles with various novels, 2 ACT/KYOTE prep groups and 1 specific math intervention group.
3. Mastery Prep/Khan Academy SAT practice given twice a year.
4. Professional Development: Teachers will attend and implement professional learning from WKEC Math Network Trainings.

### Progress Monitoring:

1. Administrators and teachers will examine iReady diagnostic data three times per year. Diagnostics will be given in fall, February and late spring.

2. iReady Benchmark diagnostic data is evaluated and monitored through PLCs and faculty meetings. Administrators and teachers will evaluate these scores once they are received by the high school.

3. Administrators and teachers will evaluate these scores.

4. Teachers and administrators will monitor PD during faculty meetings from feedback from staff members. Evaluation of PD opportunities and needs will take place in May of 2024.

**Funding:**

**School Allocations, Title I, Title II, Title V, SBDM, District Funds, FRYSC**

## **State Assessment Results in Reading and Mathematics**

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

### **Three- to Five-Year Goal:**

By 2028, FCHS will increase the percentage of students scoring proficient in combined reading and math from 50.5% in 2025 to 55%.

### **Objective(s):**

Objective 1: By 2026, FCHS will increase the percentage of students scoring proficient in reading from 49% to 50%.

Objective 2: By 2026, FCHS will maintain the percentage of students scoring proficient in math at 50%

### **Strategy:**

KCWP 1) A protocol will be developed to ensure the current curriculum is valid for both reading and math (aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).

(KCWP 2) Job embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards.

(KCWP 3) School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.

### **Activities:**

1. Pacing Guides/Curriculum Maps: Teachers will review and revise Reading and Math curricula utilizing KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. (throughout the year during PLCs)

2. Reading Resources: Teachers will use Sonday System, if needed, during reading interventions to aid in developing stronger readers. Students in Tier 2 will read various novels with certified staff to develop stronger readers.

3. Standards Mastery Professional Learning: Teachers and administration will participate in professional learning opportunities as identified by CSIP and needs assessments during professional learning communities, New Teacher Academy, DILT, faculty meetings and other professional learning sessions. Teachers, Instructional Supervisor, and Assistant Superintendent along with WKEC and university partners will facilitate training using Clarity for Learning, Co-Teaching, PBIS, KAS, and other content related professional opportunities.

4. Professional Learning Communities: Teachers will use common planning to work collaboratively to focus on the following areas monthly: Standards Mastery, Assessment Protocol, & Data Analysis

5. Professional Development: Teachers will implement professional learning from the following mini-PD sessions: iReady w/Rep. or virtual- full day. Lead teachers are attending Dig Deeper PD at WKEC, Social Studies network meeting at WKEC, Math network meetings at WKEC. WKEC science and math specialists are attending FCHS on a regular basis to help all teachers.

6. Test Prep Strategies: Teachers will utilize SAT prep for all content areas. This prep will help reading and math scores, KDE blueprint, online practice, timed tests, and writing organizers. All students have access to after school tutoring on Monday –Thursday. Certified teachers help with homework or test prep strategies.

**Progress Monitoring:**

1. Curriculum maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by PLC notes.

2. Sonday systems are monitored on a weekly basis, if used, and through iReady progress monitoring.

3. Teachers and Administration began book study “*Clarity for Learning*” during the previous school year. This will continue in all classrooms in the following years. Observed by administrative walk-throughs and documented in teacher lesson plans.

4. All new teachers were given books for new learning.

5. Teachers and administrators will review and analyze assessments during PLCs.

6. Teachers and administrators will monitor PD effects during benchmark data analysis after each iReady diagnostic and evaluate. Lead teachers bring back new material and lead during PLCs.

**Funding:**

**SBDM, Title I, Title II, District Funds, School Allocations, SBDM**

## Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

### Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

#### Three- to Five-Year Goal:

FCHS will strive to decrease the combined percentage of students scoring novice in the areas of science, social studies and writing from 33% in 2025 to 25% in May of 2028.

#### Objective(s):

FCHS will strive to decrease the novice students in the areas of science from 59% to 49%, social studies from 39% to 29% and maintain 2% in writing by May of 2026.

#### Strategy:

KCWP 1) A protocol will be developed to ensure the current curriculum is valid for both science, social studies and writing (aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).

KCWP I 3) School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.

(KCWP 2) Design and Deliver Instruction

#### Activities:

1. Pacing Guides/Curriculum Maps: Teachers will continue to develop, revise Science, Social Studies and Writing curriculum maps utilizing the newest KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. This activity is ongoing.

2. Test Prep Strategies: Teachers will use test prep strategies: SAT practice tests, KDE blueprint, timed tests, practice TCTs, summative assessments, & on demand writing prompts.

3. Writing Folders: Administration will review and revise current FCHS writing plan with staff. Teachers will then utilize the writing plan and matrix to guide writing instruction in all classrooms. This is on-going.

4. Short Answer/Extended Response Writing for ODW: 11th grade writing teacher will be responsible for reviewing the types of ODW pieces.

5. Professional Development: Social studies teachers are attending the WKEC Social Studies Network meetings at the cooperative in Eddyville, KY. One new science teacher is working with the WKEC science consultant to learn new strategies for teaching her classes.

**Progress Monitoring:**

1. Curriculum maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by PLC notes.

2. Teachers and administrators will review the data monthly or when tests are given during the year. This will be completed during PLC time or faculty meetings.

3. Principal will monitor writing at FCHS.

4. 11th grade student's writing pieces will be monitored through PLCs with the instructional supervisor and principal.

5. Implementing new ways of teaching in their lesson plans. Discussing new ideas with the principal.

**Funding:**

**School Allocations, FRYSC, Title I, Title II**