HHS 2022-23 Phase Three: Comprehensive School Improvement Plan DUE JAN. 1

2022-23 Phase Three: Comprehensive School Improvement Plan

Hopkinsville High School
Cindy Campbell
430 Koffman Dr
Hopkinsville, null, 42240

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See the attached CSIP

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to

reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)

• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Empowered by Evidence		•
📄 HHS CSIP 22-23		•

Hopkinsville High School
Comprehensive School Improvement Plan
2022-2023

Comprehensive School Improvement Plan (CSIP)

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, HHS will increase the percentage of 10th grade students scoring proficient or above in reading from 43% to 50% (state PD score) as measured by KSA	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • **KDE Novice Reduction Strategies** • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Scrimmage Assessments-Given January, February and March Standards aligned • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data	• District Level Funding, Title 1, ESSER • GT state grant, GT district match

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			participate in extracurricular activities or clubs.	• Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	
Objective 2: HHS will increase the percentage of 10th grade students scoring proficient or above in math from 31% to 45% (state PD score) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention • Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) High-Quality Instructional Resource • Goal Setting-Novice Reduction	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment.	• District Level Funding, Title 1, ESSER • GT state grant, GT district match

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- o Name and Claim Students - o **KDE Novice Reduction Strategies** - Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	- Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented	

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

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: HHS will increase the percentage of 11th grade students scoring proficient or above in Science from 10% to 25% as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards
	KCWP 2: Design and Deliver Instruction
	KCWP 4: Review, Analyze and Apply Data
	KWCP 6: Establishing Learning Culture and Environment
		• Use KSA blueprint and all released items to plan common assessments
		• Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data
		• Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA
		• Use StemScopes as a high-quality resource
		• Utilize regular TCT and common assessment student work protocol to monitor student progress (built into PLC process)
		• Scrimmage Assessments
		  • Given January, February and March
		  • Standards aligned
		  • Data put into KSA calculator (school level and district level)
		• Instruction adjustment based on data
		• Goal Setting-Novice Reduction
		  o Name and Claim Students
		  o KDE Novice Reduction Strategies
			• Walk-thru observations
			• PLC Evidence
			• Canvas Lesson Plan Overview
			• Common Assessment data
			• Differentiation through content, process, and product occurring within the classroom and through pull out programs.
			• Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.
			• Opportunities for students to participate in extracurricular activities or clubs.
				• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule
				• Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly)
				• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook)
				• KSA Calculator-Utilized at the school level after each unit assessment
				• Used for scrimmages
				• Scrimmage Assessments-Given January, February and March Standards aligned
				• Data put into KSA calculator (school level and district level)
				• Instruction adjustment based on data
				• Schedules of GT enrichment specialists
				• Professional learning sign in sheets from staff trainings led by cluster leaders
				• Cluster leader trainings
				• Progress reports for individual students
				• Assessment data for students who are gifted and talented
					• District Level Funding, Title 1, ESSER
					• GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			

Objective 2: HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 60% (school goal) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards
	KCWP 2: Design and Deliver Instruction
	KCWP 4: Review, Analyze and Apply Data
	KWCP 6: Establishing Learning Culture and Environment
		• Use KSA blueprint and all released items to plan common assessments
		• Teachers will collaborate to prepare test items for the new state assessment in Social Studies with level of rigor met per standard
		• Review kystandards.org assessment design resources
		• Review and implement Pearson Released Items for Common Assessment development
		• Use DBQ as a high-quality resource (1 per 9 Weeks)
		• Scrimmage Assessments
		  • Given January, February and March
		  • Standards aligned
		  • Data put into KSA calculator (school level and district level)
		  • Instruction adjustment based on data
		• Goal Setting-Novice Reduction
			• Walk-thru observations
			• PLC Evidence
			• Canvas Lesson Plan Overview
			• Common Assessment data
			• Differentiation through content, process, and product occurring within the classroom and through pull out programs.
			• Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.
				• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule
				• Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly)
				• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook)
				• KSA Calculator-Utilized at the school level after each unit assessment
				• Used for scrimmages
				• Scrimmage Assessments-Given January, February and March
				• Standards aligned
				• Data put into KSA calculator (school level and district level)
				• Instruction adjustment based on data
				• Schedules of GT enrichment specialists
					• District Level Funding, Title 1, ESSER
					• GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		o Name and Claim Students o **KDE Novice Reduction Strategies** • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	• Opportunities for students to participate in extracurricular activities or clubs.	• Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	
Objective 3: HHS will increase the percentage of 11th grade students scoring proficient or above in On-Demand Writing from 41% to 55% (state PD score) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments • Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces • District Writing Coach will work with all ELA teachers on On-Demand Writing process for school-wise use • Focus on Argumentative Writing based on a passage based text • Modeling of on-demand writing & speaking common language throughout all ELA classes • Writing Coach to meet with Instructional admin to discuss	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching	• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Used for scrimmages • Scrimmage Assessments-Given January, February and March Standards aligned • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings	• District Level Funding, Title 1, ESSER • GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

		• monthly calendar and teacher needs for modeling/help
		• Goal Setting-Novice Reduction
		   o Name and Claim Students
		   o **KDE Novice Reduction Strategies**
		• Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).
			teachers in providing individualized services.
			• Opportunities for students to participate in extracurricular activities or clubs.
				• Progress reports for individual students
				• Assessment data for students who are gifted and talented	

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
Objective 1: HHS will decrease the percentage of 10th grade students with disabilities scoring novice on both Reading and Math to 41% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention • Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) High-Quality Instructional Resource • PLC focus on Plan, Do, Study, Act	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Scrimmage Assessments-Given January, February and March • Standards aligned	District Level Funding, Title 1, ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

		• Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention
		• Goal Setting-Novice Reduction
		  • Name and Claim Students
		  KDE Novice Reduction Strategies
		• Practice usage of accommodations with Testing Buddies
				• Data put into KSA calculator (school level and district level)
				• Instruction adjustment based on data
				• Weekly meetings with Students with Disabilities Department	

Objective 2: HHS will decrease the percentage of 10th grade African American students scoring novice on both Reading and Math to 41% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention • Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) High-Quality Instructional Resource	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages	District Level Funding, Title 1, ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention - Goal Setting-Novice Reduction - Name and Claim Students **KDE Novice Reduction Strategies**		- Scrimmage Assessments-Given January, February and March Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will decrease the percentage of 10th grade EL students scoring novice in Reading to 40% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention • Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) High-Quality Instructional Resource • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Scrimmage Assessments-Given January, February and March Standards aligned • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data	District Level Funding, Title 1, ESSER

Goal 4 (State your English Learner goal.): Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• KDE Novice Reduction Strategies			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The Quality of School Climate and Safety Survey indicator score will increase to at least 80 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The Quality of School Climate and Safety Survey indicator score will increase to at least 65 by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Discussion of Survey items during bi-weekly Leadership Team Meetings • Discussion of Survey items in Advisory Classes • Student Voice Committee Meetings to analyze each Survey item	• Weekly Advisory Plans • Data from mock surveys given in Jan., Feb., and March	• Studer Survey Results • Google Form Tracking for mock surveys • Mock surveys given in January, February, and March	District Level Funding, Title 1, ESSER

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): HHS will increase the Post-Secondary readiness score to 95% or higher by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Post-Secondary readiness score to 90% or higher by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Utilization of Sandra Hancock in review of master schedule to ensure student pathways are equitable • Incorporate *Talent Pipeline/CCSS Fusion* processes to increase TR students • Electronic Google Form monitoring of Postsecondary Readiness • Implementation and use of ILPs to effectively plan for student pathways through guidance dept. and advisory classes • Monitor ACT & KYOTE data for students meeting academic readiness benchmark • Monitor all EOPA and Industry Certifications through Flex Period for students meeting career benchmark • Individual core teacher feedback via lesson plan feedback, observations, and PLC feedback • Use of Flex Period to maximize feedback time for ACT skills.	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • ACT scores • KYOTE scores • EOPA scores	• Bi-weekly Leadership Team meetings to include updates on Post-Secondary Readiness numbers for seniors • Bi-weekly Leadership Team meeting to discuss ACT and KYOTE sign-ups • Use *HHS Post-Secondary Readiness Google Sheets- Classes of 2023-2026* spreadsheet to highlight students on monitor in the lobby • Monitor ILP Progress • As-needed CTE meetings to include updates on Post-Secondary Readiness rates and upcoming opportunities and methods to prepare • Monitor ACT-like bell-ringers in English classes using walk-thru data • Monthly Leadership Team meetings to include ACT Plan updates • Analysis of Google Tracking sheet with all Postsecondary Readiness information that includes ACT for all students	District Level Funding, Title 1, ESSER

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): HHS will increase the Graduation Indicator from 91.8% to 96% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Graduation Indicator from 91.8% to 93% by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	• Review failure report to identify students that need remediation • Attendance clerk will monitor monthly attendance for truancy • Attendance clerk will report to principal on a weekly basis possible truancy issues • Guidance & Transition Coaches will analyze if students are on-track to graduate with cohort Tableau report based on student needs for graduation requirements • Addison & guidance will monitor progress of students in credit recovery classes	• Weekly Failure Reports • Guidance Check-ins with failing Seniors • Weekly Teacher-Student Failure Meeting Progress Monitoring Sheets • 4 Yr. and 5 Yr. Cohort Grade Checks	• Grade level school counselor will present failure report at each leadership meeting • Weekly Monitoring of Failure Report Google Sheet by Barnes • Bi-weekly Leadership Team meetings to include updates on failures and high risk seniors • Attendance clerk meets with students that have accumulated 4 + unexcused absences (documented and shared weekly with admin) • Report on progress of students in Florida Virtual Learning	District Level Funding, Title 1, ESSER

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

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

Response:

School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:

1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.
2. Having monthly African American student focus groups in which a District consultant meets with students.
3. Building administrators will participate in a district mentoring program by selecting a specific African American student to mentor and support.
4. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.
5. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities and African American students.
6. **SPED Strategic Plan.docx**

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:

Students with Disabilities

Through an examination of resource inequities, it was discovered that was not enough support for implementing and utilizing IEP accommodations for our teachers of students with disabilities. As a result, it could be that our population of students with disabilities underperformed on KSA and did not meet performance expectations. To remedy this situation, our teachers of students with disabilities will have more access to district Special Education Consultants. The Consultant will be available to teachers of students with disabilities on a weekly basis. During this time together, the Consultant will coach, monitor, and observe in order to provide classroom support for our teachers as they work with students to implement and practice accommodations. Additionally, this time will allow the Consultant to provide our teachers with classroom support related to evidence-based practices for students with disabilities.

After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, teachers of students with disabilities demonstrated professional learning needs related to the implementation of HQIRs used in the resource education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation, professional learning, and support.

African American Students

Through an examination of resource inequities, it was discovered that not enough support and time was given to RTI for African American students. As a result, it could be that this group underperformed on KSA and did not meet performance expectations. To remedy this situation, our school Intervention Coach and core content teachers have devote more RTI time for African American students in the form of FLEX Reading and Math groups to give students extra support and work with them on closing the gaps for specific skills in each content area. Additionally, Failure Meetings will occur with small groups of students to allow them the opportunity to makeup missing assignments.

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:

The process used to review the learning culture related to students with disabilities and African American students was an examination of observations, resources, and student work. As a result, it was found that students of both subgroups in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to both subgroups underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities and African American students have access to grade level standards instruction and are assessed using fully aligned grade-assessments:

- Engage Special Education teachers and Core Content teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
- Conduct observations of students with disabilities and African American students that will include analysis of instructional and assessment tasks, with an expectation that there should be a balance of IEP skills, differentiation, and grade-level work
- Implement standards based benchmark assessments at least 3x per year to monitor and inform student learning for both subgroups
- Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for students with disabilities

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:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading and math proficiency for both students with disabilities and African American students. The evidence-based practice that will target reading and math for our students with disabilities and African American students is Clarifying and Sharing Clear Learning Goals (KDE Evidence Based Instructional Practice #2). This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing at least 3x per year, and through classroom observations.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day.	Fisher, D., Frey, N., Amador, O., & Assof, J. (2019). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Thousand Oaks, CA: Corwin.	☐
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