#  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.

| * **Special Education TSI Performance: This is the greatest area of concern, with high novice rates across content areas: 59% in reading, 50% in math, 78% in science, 67% in social studies, and 33% in on-demand writing.**
* **Novice Reduction Across Content Areas: Reducing novice scores in all areas remains a critical need to improve student outcomes and performance.**
* **Engagement and Learning Experiences: There is a need to create vibrant learning experiences to boost student engagement, enhance knowledge retention, and foster a positive school culture.**
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**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.

| KCWP 2: Design and Deliver Instruction  What is the process used to measure teachers’ instructional effectiveness based on quantitative and qualitative data? How do teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement? KCWP 5: Design, Align, and Deliver SupportWhat systems is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in school improvement planning?How does leadership ensure that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time?  |
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**Indicator Scores**

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

| **Indicator** | **Status** | **Change** |
| --- | --- | --- |
| State Assessment Results in reading and mathematics | Yellow (52.6) | Increased |
| State Assessment Results in science, social studies, writing | Yellow (48.1) | Decreased |
| English Learner Progress | n/a | n/a |
| Quality of School Climate and Safety | Green (64.6) | Maintained |
| Postsecondary Readiness (high schools and districts only) | Blue (105.3) | Maintained |
| Graduation Rate (high schools and districts only) | Yellow (93.7) | Decreased  |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1:**Increase the number of students scoring proficient or above in KSA Reading from 41% to 46.4% and KSA Math from 26% to 38% by May 2026 when the current school is combined with another school in the district.**  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| **Objective 1:** Increase the percentage of students scoring proficient or above in Reading to 43.2% by May 2025.  | [**KCWP 2: Design and Deliver Instruction**](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[**KCWP 5: Design, Align and Deliver Support**](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)[**Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting & “2024-25 SY CCHS Core Four Teacher Coaching Guidance”
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool (focus on Domains 2 & 3) 2024-25 SY CCHS MTSS Mastering Listing  | MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets “2024-25 SY CCHS Core Four Teacher Coaching Guidance” “2024-25 SY CCHS Common Assessment Indices” SpreadsheetUtilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCsPLC Documentation  | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |
| **Revamp PLC Process / Meetings to focus solely on instruction:*** Standard Alignment for instruction and rigorous task work
* Utilize the standards rubrics designed by KDE
* Calibrating the monitoring of the new HQIR (Savaas)
* Focus on Core Four Explicit Teaching and Modeling Strategies
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| **CCHS MTSS Plan for Reading:*** Implement Core Four Coaching Model
* Identification of Tier 2 & 3 via MAP & MasteryConnect testing
* Utilize KDE Novice Reduction Strategies
* Intentional FLEX plan for SpEd Students
* School-wide Integration of Tier 1 Strategies
* Completed a Root Cause Fishbone Analysis in PLCs for Novice Reduction
* Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach
 |
| **Refine universal lesson plan template and review Daily Learning Targets:*** Integrate informational reading as part of weekly Advisory Work
* Universal Language of School-wide Literacy
* 2024-25 CCHS Writing Plan
 |
| Objective 2Increase the percentage of students scoring proficient or above in Mathematics to 34.3% by May 2025.  | [**KCWP 2: Design and Deliver Instruction**](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[**KCWP 5: Design, Align and Deliver Support**](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)[**Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool (focus on Domains 2 & 3) 2024-25 SY CCHS MTSS Mastering Listing  | MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCsPLC Documentation  | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |
| **Revamp PLC Process / Meetings to focus solely on instruction:*** Standard Alignment for instruction and rigorous task work
* Utilize the standards rubrics designed by KDE
* Calibrating the monitoring of the new HQIR (HMH)
* Focus on Core Four Explicit Teaching and Modeling Strategies
 |
| **CCHS MTSS Plan for Math :*** Implement Core Four Coaching Model
* Identification of Tier 2 & 3 via MAP & MasteryConnect testing
* Utilize KDE Novice Reduction Strategies
* Intentional FLEX plan for SpEd Students
* Completed a Root Cause Fishbone Analysis in PLCs for Novice Reduction
* School-wide Integration of Tier 1 Strategies
* Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach
 |
| **Utilize the KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories:*** Create guided planning documents for the following areas based on the following concepts outlined in the KSA BluePrint.
* Algebra
* Functions
* Number & Quantity
* Statistics and Probability
* Review KSA / Common Cores 8 Mathematical Practice Standards
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2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 :**Increase students scoring Proficient and Distinguished in science from 4% to 38.4% by May 2026 when the current school is combined with another school in the district.** **Increase students scoring Proficient and Distinguished in writing from 55% to 65% by May 2026 when the current school is combined with another school in the district.****Increase students scoring Proficient and Distinguished in Social Studies from 33% to 39.9% by May 2026 when the current school is combined with another school in the district.** |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1**Increase students scoring Proficient and Distinguished in science from 4% to 38.4% by May 2025.** | [**KCWP 2: Design and Deliver Instruction**](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[**KCWP 5: Design, Align and Deliver Support**](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)[**Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting

[**CCHS Core Four Plan**](https://docs.google.com/document/d/1BH5ZGsPJl7hVxnNFTdqCLvmHqFQ5E9jBIwwm0Y7l5CM/edit?usp=sharing)**:** * PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect
* Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs
* Shift to traditional DuFore PLC model for Spring Semester
* Academic incentives / recognition for performance on benchmark assessments
* Focus on utilizing high quality resources
* Develop a MTSS plan with one-on-one feedback
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool  | MTSS Tier 2 and 3 Identification Spreadsheet “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |
| Objective 2**Increase students scoring Proficient and Distinguished in writing to 62.9% by May 2025.** | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting

[**CCHS Core Four Plan**](https://docs.google.com/document/d/1BH5ZGsPJl7hVxnNFTdqCLvmHqFQ5E9jBIwwm0Y7l5CM/edit?usp=sharing)**:** * PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect
* Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs
* Shift to traditional DuFore PLC model for Spring Semester
* Academic incentives / recognition for performance on benchmark assessments
* Focus on utilizing high quality resources
* Develop a MTSS plan with one-on-one feedback
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis  “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Classroom Observations via the PGES Walk Through Tool  | MTSS Tier 2 and 3 Identification Spreadsheet “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |
| Objective 3**Increase students scoring Proficient and Distinguished in Social Studies to 37.2% by May 2025.** | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting

[**CCHS Core Four Plan**](https://docs.google.com/document/d/1BH5ZGsPJl7hVxnNFTdqCLvmHqFQ5E9jBIwwm0Y7l5CM/edit?usp=sharing)**:** * PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect
* Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs
* Shift to traditional DuFore PLC model for Spring Semester
* Academic incentives / recognition for performance on benchmark assessments
* Focus on utilizing high quality resources
* Develop a MTSS plan with one-on-one feedback
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool  | MTSS Tier 2 and 3 Identification Spreadsheet “2024-25 SY CCHS Core Four Teacher Coaching Guidance” Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |

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## 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** |
| --- | --- | --- | --- | --- | --- |
| TSI Area: **Increase the number of SpEd students scoring proficient or above in KSA Reading from 12% to 20% by 2025 and KSA Math from 3% to 10% by 2025.**  | [**KCWP 2: Design and Deliver Instruction**](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[**KCWP 5: Design, Align and Deliver Support**](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)[**Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting
 | Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the “2024-25 SY CCHS Core Four Teacher Coaching Guidance” 2024-25 SY CCHS MTSS Mastering Listing  | MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments  | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding |
| **Engaged Learners:** * Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
* Conferencing / Name & Claim - Academic and Behavior Teams to Monitor Intervention
* Curriculum team meetings to establish a MTSS program during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
* Utilize the FLEX period to provide services for students in need of intervention and enrichment
* Utilize “CCU” to help students mastery concepts outside of the standard classroom time
* Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach
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## 5: Quality of School Climate and Safety

| Goal 5:**Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by May 2026 when the current school is combined with another school in the district.**  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1**Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by 2024.** | [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)[KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf) | **Advisory Time:*** High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.
* Strategically deliver content to address misconceptions and trends in the 2023-24 SY Quality of School Climate and Safety Score
 | Subsequent Student Surveys Throughout the School YearPrincipal’s Advisory Board Feedback Increased Participation in Extracurricular Activities  | Subsequent Student Surveys Throughout the School YearPrincipal’s Advisory Board Feedback | SBDM Funds General School Funding / Allocations Family Engagement Funds / Prichard Committee  |
| **PBIS Initiative:*** School-wide RISE UP Expectations
* Colonel Cash Program to Reward Positive Behavior
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## 6: Postsecondary Readiness (High School Only)

| Goal 6:**Increase the Post-Secondary Readiness Score from 105.3 to 121 by 2026 when the current school is combined with another school in the district. .** |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1**Increase the Post-Secondary Readiness Score from 105.3 to 121 by 2025.** | [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting
* Track students attending alternative programs (BLA, VLA, Home Hospital)
 | EdReady Test / Industry Certifications / EOPA Testing / ACT / Dual Credit Post-Secondary Readiness Tracking SpreadsheetOne-on-one Student Conferencing with Counselor Fall / Winter / Spring Benchmark ScoresMastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool  | Grade Level Post-Secondary Readiness Spreadsheets Utilize the Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs | Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding  |
| **Student Tracking:**  * Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation
* CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs
* Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses
* CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program
 |
| **Weekly ACT expectations in math, English, Social Studies (reading), and Science courses :*** Outline most often missed topics; develop plan to incorporate / spiral into core content classes
* *Master Prep Classroom Implementation - 30 minutes per week*
* *Test Nav Work*
* School-wide focus on literacy
 |
| Objective 2**Introduce Profile of a Graduate competencies that require students to demonstrate key skills to be life ready.** | [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf) | **Profile of a Graduate Integration into Student Learning Experience :*** Students will engage in learning experiences that support **mastery** of the six CCPS Profile of a Graduate Competencies: Accountable Self-Starter, Innovative Critical Thinker, Collaborative Problem Solver, Empathetic Communicator, Adaptable Learner, and Career- and/or Work-Ready Professional.
* Introduce all six (6) components of Profile of a Graduate to students
* Provide workshops for students to work on living portfolio
* Integrate “Vibrant Learning Days / Experience” in the curriculum for ALL students
 | All Students have the “Profile of a Graduate Living Portfolio.All Seniors present a Defense of Six (6)Profile of a Graduate Components  | Database of “Profile of a Graduate Living Portfolio”Completed “Library of Resources” for students to reference  | SBDM Funds District Funding of Platform Programs General School Funding / Allocations  |  |

## 7: Graduation Rate (High School Only)

| Goal 7: **Increase the 4 year and 5 year average Graduation Rate from 93.7% to 94.5% by 2026 .**  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1**Increase the 4 year and 5 year average Graduation Rate to 94% by 2025.**  | [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)[KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf) | **CCHS Priority Plan (Scorecard):** * Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
* Weekly Curriculum Leadership Team Meeting
 | Progress to Graduation Attendance Data Behavior Intervention and Data | Grade Level Post-Secondary Readiness Spreadsheets At-Risk Senior Spreadsheet Utilize the Data Tracking Sheet to monitor student progress Track Benchmark testing throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks  | SBDM Funds District Funding of Platform Programs General School Funding / Allocations  |
| **Progress Monitoring for On-target Graduation:**: * Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests.
* Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school.
 |
| **Advisory Time:*** High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.
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|  |  | **Focus and Finish:** * Alternative pathways to graduation will be offered at both high schools. Work to eliminate barriers to graduation.
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 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:** |
| --- |
| **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:** 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. 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.
3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
4. [SPED Strategic Plan.docx](https://docs.google.com/document/d/1ytfgQUZC-PPAkTHnA-NFJ7071mHhuGa9/edit?usp=sharing&ouid=112114390959521658376&rtpof=true&sd=true)
 |
| **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:** Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultant. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers 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, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.  |
| **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 Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standardsConduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level workImplement standards-based benchmark assessments 3x per year to monitor and inform student learningEstablish and regularly utilize “assessment buddies” to ensure approved assessment accommodations are provided for each student. |
| **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 proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP’s)[EBP for CDIP](https://docs.google.com/document/d/12OsiCr2yVgo1_NwfKDOoUN38bFeWS96-2YfdztMikOs/edit?usp=sharing) …… This will be monitored through weekly PLC meetings, through data analysis following each round of Benchmark testing 3 times per year, and through classroom observations. **Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.** |

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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.  | ☒ |
| Train faculty / staff to cultivate a community of learners; how to reach those who seem unreachable; how to ensure learners feel cared for and empowered | Casas, J. (2017). Culturize: Every Student. Every Day. Whatever It Takes. Dave Burgess Consulting, INC.: San Diego, CA.  | X |
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