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 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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: By May 2025, 55% of students will score at the proficient level on the Kentucky State Assessment in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 60% of high school students will score Proficient in reading on the KSA. Objective 2 By May 2023, 50% of high school students will score Proficient in math on the KSA.	*KCWP1: Design and Deploy Standards* All teachers will design instruction and local assessment that is congruent with KAS and school level administrators will be able to support standards-aligned instruction within their buildings. Teachers will receive specialized professional learning experiences to build teacher capacity to design instruction and assessment congruent with KAS for reading/writing and mathematics.	Teachers will attend 3 district facilitated professional learning academies that are focused on best practices and the KAS. Teachers will have opportunities to participate in personalized professional learning including book studies using *Rebound* (MS/HS).	• Agendas • Professional Learning Scans • Book Study Purposes for Reading	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	Title I ESSER/ARP
		Principals will participate in regular principal PLCs (known locally as EILA) with District Leadership Team to build capacity to lead standards-aligned instruction and assessment within their schools.	• Agendas • EILA hours earned • Sign Ins	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
		Academy 101 (new teacher academies/networks) will be held three times per year to build new teacher capacity to design and deliver high quality instruction.	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
		Kystandards.org and alignment of instruction/assessment to standards will be the focus of district academies in September, 2022.	• Walkthrough data • Lesson Plan • Student work samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		WCHS Algebra I classes will be piloting a badging program.	• Students earning badges • Sample student work	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	KDE Badging Grant

Goal 1: By May 2025, 55% of students will score at the proficient level on the Kentucky State Assessment in both reading and math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction.	All teachers will clearly post PACE or an otherwise clearly stated learning target clearly aligned to KAS and communicate the target with students during instruction.	• Walkthrough data • Lesson Plans • Assignment Review Protocol in PLCs	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		All teachers will utilize the gradual release model (I do, We do, You do in math and reading) as the instructional delivery model in their classroom.	• Walkthrough data • Lesson Plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
	KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.	9th and 10th grade students will take the I-Ready diagnostic assessment in both Math and Reading three times per year and use the results to adjust Tier 1, 2, and 3 instruction.	• I-Ready Data • Lesson Plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
		All grades will follow the District Assessment Map and Curriculum Hub and/or contribute to ongoing alignment to the map/curriculum documents) to administer unit assessments and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	• PLC Agendas	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		Teachers will use the district instructional playbook to identify appropriate formative assessment strategies and use them in the daily classroom instruction.	• Walkthrough data • Lesson Plans • Student work samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP

Goal 1: By May 2025, 55% of students will score at the proficient level on the Kentucky State Assessment in both reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data Teachers, administrators, and counselors will collaborate together to utilize data from diagnostic testing, previous KSA, and anecdotal evidence to determine class schedules and interventions.	9th and 10th Grade English and Math teachers, administrators, and counselors will utilize data from I-Ready to determine student need for intervention.	• I-Ready diagnostic data • Extended class work on I-Ready practice	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER
		All teachers, along with administrators and counselors, will utilize data analysis tools available to them in the school data room (the Annex) for PLC meetings by content and grade level	• Data walls (digital) • Teacher predictions • PLC agendas and minutes	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER
		9th and 10th Grade Math and English teachers will utilize the I-Ready student work program for students in their Extended Math and English classes	• I-Ready program data • Lesson plans • Walkthroughs	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER

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

Goal 2: By May 2025, the percentage of students scoring proficiently in science, social studies, and writing will increase by ≥10%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
<u>Objective 1</u> By May 2023, 70% of high school students will score Proficient in writing on the KSA.	*KCWP1: Design and Deploy Standards* All teachers will maintain a focus on the District's high-yield instructional strategies (common language) through collaborative professional learning opportunities.	Teachers will attend 3 district facilitated professional learning academies that are focused on best practices and the KAS. Teachers will have the opportunity to participate in personalized professional learning including *Rebound* (MS/HS) book study.	• Agendas • Professional Learning Scans • Book Study Purposes for Reading	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	Title I
<u>Objective 2</u> By May 2023, 50% of high school students will score Proficient in Science and Social Studies on the KSA.		Teachers will participate in district level, content-specific, professional learning clubs to deepen their understanding of the KAS.	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction.	All teachers will clearly post PACE or an otherwise clearly stated learning target clearly aligned to KAS and communicate the target with students during instruction.	• Walkthrough data • Lesson Plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		All teachers will utilize the gradual release model (I do, We do, You do) as the instructional delivery model in their classroom and utilize district system of MTSS to target instructional needs for students identified in Tier 1, 2, 3.	• Walkthrough data • Lesson Plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	Title I ESSER/ARP
		Junior English teachers will continue to utilize the On Demand Writing process that our district has created and implemented, teaching	• Walkthrough data • Lesson Plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

Goal 2: By May 2025, the percentage of students scoring proficiently in science, social studies, and writing will increase by ≥10%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students the crucial elements to achieve proficiency on On Demand Writing			
		Junior English teachers will employ skills and practices similar to ACT English for instruction related to Editing Mechanics. Junior teachers will also follow best practices for teaching sentence combining.			
	KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.	All grades will follow the District Assessment Map and Curriculum Hub to administer unit assessments (and continue to revise assessments and Curriculum that need revision to be aligned to KAS) and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	• Data collection and reporting (principals) • PLC minutes • On Demand Writing samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		Teachers will receive professional learning in CCSSOs Revised Definition of Formative Assessment and use the district instructional flipbook to support the identification of appropriate formative assessment strategies to use them in daily classroom instruction.	• Walkthrough data • Lesson Plans • Student work samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP1: Design and Deliver Instruction	KEDC and KVEC will provide specialized professional learning for Science and Social Studies teachers at opening conference and during	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP

Goal 2: By May 2025, the percentage of students scoring proficiently in science, social studies, and writing will increase by >10%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Teachers will receive specialized professional learning experiences relevant to the KAS for Social Studies/Science/Writing.	professional learning days throughout the year to enhance their knowledge and application of the KAS.			
		Writing Networks will be held monthly to guide teachers throughout the district writing process in order to ensure successful implementation and adherence to the KAS/Writing Rubric.	• Agendas • Professional Learning Scans • Walkthrough data • Lesson Plans • Student work samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP 4: Review, Analyze and Apply Data Teachers, administrators, and counselors will collaborate together to utilize data from diagnostic testing, previous KSA, and anecdotal evidence to determine class schedules and interventions.	11th Grade English, Social Studies, and Science teachers, administrators, and counselors will utilize data from this group's 10th grade I-Ready scores and KSA scores, along with last year's 11th grade KSA information to help make decisions for intervention and scheduling.	• Interventions • Lesson plans • Schedules	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		All teachers, along with administrators and counselors, will utilize data analysis tools available to them in the school data room (the Annex) for PLC meetings by content and grade level	• Data walls (digital) • Teacher predictions • PLC agendas and minutes	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

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 – Low Income Gap By May 2023, 50% of high school students in the free/reduced lunch gap will score at or above proficiency in reading. By May 2023, 50% of high schools students in the free/ reduced lunch gap will score at or above proficiency in math.	*KCWP5: Design, Align, and Deliver Support Processes* All teachers will be equipped to provide appropriate interventions and support services to students.	WCHS will implement the District MTSS Process with fidelity: school level MTSS team will be formed, progress monitoring procedures will be established, and students with identified learning needs will receive MTSS services	• PLC agendas with MTSS noted • MTSS team meeting agendas • Coaches' schedules/agendas	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	Title I ESSER/ARP
	KCWP2: Design and Deliver Instruction All teachers will implement the explicit model of instruction.	Teachers at all grade levels will implement the explicit model of instruction.	• Walkthrough data • Lesson Plans • Student work samples	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		All teachers will participate in District Academies to ensure all strategies and standards are implemented with fidelity and utilize high quality formative assessment to identify student learning needs. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
Objective 2 – Students with IEPs Gap	*KCWP1: Design and Deploy Standards*	Special education teachers will participate in professional learning	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2023, 35% of high school students receiving special education services will score at or above proficiency in reading. By May 2023, 30% of high school students receiving special education services will score at or above proficiency in math.	All teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS (including all professional learning modules provided at kystandards.org relevant to school needs assessments).	academies with an intense focus on kystandards.org and the KAS.			
		Special education teachers follow progress monitoring schedule to keep up with all students' progress on their caseload. Will use this data to inform instruction and accommodations use.	• Progress monitoring data in IC • PLC minutes	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
	KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.	Collaborating and regular education teachers will be provided professional learning during opening conference sessions that will enable them to supply meaningful interventions to students.	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		Collaborating and regular education teachers will work together during PLC time to plan lessons and accommodations that will support progress in students with IEPs	• Agendas • PLC Minutes • Lesson plans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
	KCWP5: Design, Align, and Deliver Support Processes The DLT will support all schools in support services for students through instructional calibration, academies, EILA meetings, content networks, new teacher networks, and other instructional support.	The district will seek to develop increased relations with parent and community members by enlisting support and providing information on school and assessment related topics.	• Sign In sheets • Social media posts • Sample communications • Photos and other evidence • Title I surveys	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	Title I
		School counselors will participate in a counselor cadre with a focus on at-risk students and the types of support services that can be offered	• Agendas • Professional Learning Scans	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to enhance achievement and school success.			

4: English Learner Progress

Goal 4: By May 2025, 70% of ELL students will score proficiently in reading and math on the KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
<u>Objective 1</u> By May 2023, 70% of ELL students at all grade levels will score proficiently in reading on the KSA. Objective 2 By May 2023, 70% of ELL students at all grade levels will score proficiently in math on the KSA.	*KCWP5: Design, Align, and Deliver Support Processes* WCHS will work with our ELL coordinator at the district level as we deliver support services to ELL services.	WCHS teachers will work with district ELL coordinator as needed to create and implement the LEPs.	• Documentation of support services from District ELL • Parent surveys	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

5: Quality of School Climate and Safety

Goal 5: By May 2025, the school quality of school climate and safety score will reach 90.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> By May 2023, WCHS will have a quality of school climate and safety score of 90 or higher.	*KCWP 6: Establishing Learning Culture and Environment* The school leadership team will work with classroom teachers to create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.	Club and Advisor Days for all students monthly.	• Improved student grades and attendance • Completion of ILP with focus on SEL and Career Pathways	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER
		Comet Spotlight posts on school social media to highlight programming and student achievements	• Social media posts and reactions	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	NA
		PBIS will be implemented at WCHS.	• IC data • Decreased incidents among students	This strategy will be included in the monthly 30-Day Plan as needed at appropriate schools January 2023-December 2023	N/A
		Second Chance Academy for at-risk students who need to recover credits and who need behavior supports.	• Program data • Interviews with students • Improved student grades and attendance	This strategy will be included in the monthly 30-Day Plan as needed at appropriate schools January 2023-December 2023	ESSER
		District parent events will be held quarterly.	• Sign in sheets • Social media • Other evidence	This strategy will be included in the monthly 30-Day Plan as needed at appropriate schools January 2023-December 2023	Title I

Goal 5: By May 2025, the school quality of school climate and safety score will reach 90.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Title I parent engagement funds will be allocated to support school parent engagement events and activities.	• GMAP/MUNIS budget and expenditure • Photos, etc.	This strategy will be included in the monthly 30-Day Plan as needed at appropriate schools January 2023-December 2023	Title I
		Teachers participate in Professional learning sessions at opening conference to help teachers enhance learning culture and environment.	• Agenda/Program • Attendance/Sign ins	This strategy will be included in the monthly 30-Day Plan as needed at appropriate schools January 2023-December 2023	N/A

6: Postsecondary Readiness (high school only)

Goal 6: By May 2025, 95% of high school seniors will attain postsecondary readiness as defined by KDE.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <u>Objective 1</u> By May 2025, 50% of students will meet the benchmark in English, 50% will meet the benchmark in math, and 50% will meet the benchmark in reading on the ACT	*KCWP 1: Design and Deploy Standards* *KCWP 3: Design and Deliver Assessment Literacy* ACT data will be analyzed for strengths and weaknesses in student performance and steps will be taken to address weaknesses. *KCWP 2: Design and Deliver Instruction* Instruction relevant to the ACT standards and strategies needed for the ACT assessment will be shared with high school teachers in professional learning settings.	School PLC meetings for junior teachers to identify and group students using October ACT data, I-Ready data from 10th grade, and anecdotal classroom observations.	• Needs Assessment process • Sign-in sheets • PLC agendas	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		Teachers will provide intervention based on the ACT standards as a result of data analysis. Teachers with identified skills in areas of ACT-assessed content will provide tutoring for identified and interested students.	• Student lists of Teacher Predictions • Spreadsheets with Identified Needs – WCHS Super Tracker • Tutoring schedules	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
Objective 2 <u>Objective 2</u> By May 2025, 20% of students will complete their appropriate KYEOP exam based on their career pathway and course schedule.	*KCWP 2: Design and Deliver Instruction* Instruction relevant to the KYEOP and strategies needed for the KYEOP assessment will be shared with high school teachers in professional learning settings.	Career Pathways teachers will work with counselors and administrators to determine the students who need to complete the KYEOP exam based on career pathways and course schedules.	• Student schedules • Exam schedules • WCHS Super Tracker • Digital data wall	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

Goal 6: By May 2025, 95% of high school seniors will attain postsecondary readiness as defined by KDE.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data Teachers, administrators, and counselors will collaborate together to utilize data from WCHS Super Tracker to determine which students will be testing.				
<u>Objective 3</u> By May 2025, 20% of students will achieve postsecondary readiness through completing an Industry Certification through one of our CTE programs.	*KCWP 4: Review, Analyze and Apply Data* Teachers, administrators, and counselors will collaborate together to utilize data from WCHS Super Tracker to determine which students will be completing their industry certifications at CCCTC.	WCHS Counselors and Administrators will be collaborating with CCCTC personnel to determine students who will be completing industry certifications.	• Student schedules • Exam schedules • WCHS Super Tracker • Digital data wall	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESS Title I
<u>Objective 4</u> By May 2025, 10% of students will achieve postsecondary readiness by successfully completing an ROTC program.	*KCWP 4: Review, Analyze and Apply Data* Teachers, administrators, and counselors will collaborate together to utilize data from WCHS Super Tracker to determine which students will be completing an ROTC program.	WCHS Counselors and Administrators will work with ROTC instructors to plan student schedules to allow them to complete required coursework for ROTC program completion for postsecondary readiness.	• Student schedules • WCHS Super Tracker • Digital data wall	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

7: Graduation Rate

Goal 7: By May 2025, the Carter County School System will maintain a 4 Year Cohort rate at least 98% and a 5 Year Cohort rate of at least 98.5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
<u>Objective 1</u> By May 2025, WCHS will maintain a 5-year cohort rate of 98.	**KCWP6: Establishing a Learning Culture and Environment** All students will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.	At-risk students will be identified and provided interventions such as course scheduling reflective of ILP career pathways, counseling services, and planning meeting with district personnel as needed.	• IC Class Schedules	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
<u>Objective 2</u> By May 2025, WCHS will maintain a 4-year cohort rate of 98.5.		Counselors will coordinate services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.	• ILP completion through ACE • Scheduled presenters • Attendance at College and Career Fairs throughout the year	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	ESSER when needed
		WCHS will collaborate with external agencies to support student graduation rates and offer dual credit courses for eligible students.	• Sample meeting agendas with ACTC, KCU, MSU, etc.	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A
		All students at WCHS will be assigned to an advisor each of their four years of high school. Advisors in each grade level will be trained in ILP completion as well as checking grades and attendance with their advisees to help keep them on track. Students will receive senior contracts at open house to inform	• ILP training for advisors • Monthly ILP checklists • Monthly advisory checklists • Senior contracts for open house	This strategy will be included in the monthly 30-Day Plan as needed. January 2023-December 2023	N/A

Goal 7: By May 2025, the Carter County School System will maintain a 4 Year Cohort rate at least 98% and a 5 Year Cohort rate of at least 98.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		them and their parents of their standing prior to starting senior year.			

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:**

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:**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:**   Complete the table 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.	☒
		☐
		☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

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.	☒
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