

1: Proficiency Goal

<b>Goal 1 :</b> <ul style="list-style-type: none"><li>By 2025, NHS will increase the number of 7th and 8th grade students scoring proficient/distinguished in reading from 42.5% to 70% and in math from 35.9% to 70% as demonstrated on KSA.</li><li>By 2025, NHS will increase the number of 10th grade students scoring proficient/distinguished in reading from 25.6% to 70% and in math from 12.6% to 70% as demonstrated on KSA.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b><u>Objective 1:</u></b></p> <p>By 2022, NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 42.5% to 55.7% as demonstrated on the KSA.</p> <p>By 2022, NHS will increase the number of 7th and 8th grade students scoring proficient in Math from 39% to 54.5% as demonstrated on the KSA.</p> <p><b><u>Objective 2:</u></b></p> <p>By 2022, NHS will increase the number of 10th grade students scoring proficient in Reading from 25.6% to 47.8% as measured on the KSA.</p> <p>By 2022, NHS will increase the number of 10th grade students scoring proficient in Math from 12.6% to 41% as measured on the KSA.</p>	<p><b>KCWP- 1, 2</b></p>	<p><b><u>KCWP ONE</u></b> - NHS will use the PDSA model for PLC Work which will focus on preserving the intent of standard alignment, rigor in lesson design, and student engagement.</p> <p><b><u>KCWP TWO</u></b>- NHS will create a Curriculum Committee who will meet regularly to create aligned units and lessons that include components of the 4 key commitments (Strong Instruction, Deep Engagement, Grade Appropriate Assignments, and High Expectations). Teachers will create Learning Targets and Success Criteria aligned to standards that demonstrate student mastery. Instructional Coaches will train and provide teachers with high yield strategies as an ongoing method of teacher development.</p> <p>-KAGAN Coaching will occur three times a year to ensure that teachers are using structures for the benefit of students.</p>	<p><b><u>KCWP ONE</u></b>- KSA and MAP will show an increase in proficiency. Teachers will use USATestPrep data to determine growth.</p> <p><b><u>KCWP TWO</u></b>- KSA and MAP data will show an increase in proficiency.</p>	<p>Classroom Walk-Through's using the EWalk system that looks for standard alignment, rigor, culturally responsiveness, learning targets and success criteria.</p> <p>A district wide planning form will be implemented and building level Instructional Coaches and Administrators will monitor for accuracy and observed lessons being taught.</p> <p>PLC's will monitor formative and summative assessments and determine next steps.</p>	<p>SIF- USA Test Prep, \$16, 617.50</p> <p><b><u>TITLE 1:</u></b> KAGAN SREB FETC</p>

2: Separate Academic Indicator

<div>Goal 2 :</div> <div><div>By 2025, NHS will increase the Separate Academic Indicator score on KSA from 42.8% to 70% for 7th and 8th grade students as demonstrated on KSA.</div><div>By 2025, NHS will increase the Separate Academic Indicator score on KSA from 51.5% to 70% for high school students as demonstrated on KSA.</div></div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div><div><b>Objective 1</b></div><div>By 2022, NHS will increase the Separate Academic Indicator score of 7th and 8th grade students from 42.8% to 56.3% as measured on the KSA.</div></div> <div><div><b>Objective 2</b></div><div>By 2022, NHS will increase the Separate Academic Indicator score of high school students from 51.5% to 60.5% as measured on the KSA.</div></div>	<b>KCWP- 1, 2</b>	<div><b>KCWP ONE</b>- Ongoing Writing Committee meetings will take place to ensure writing across the content and method of delivery are aligned to focus standards and are grade appropriate.</div> <div><b>KCWP TWO</b>- Teachers will ensure opportunities for writing occur daily as planned in their lessons and units.</div> <div><b>KCWP ONE</b>-Social Studies and Science curriculum teams will design and deploy viable curriculum for science and social studies.</div>	<div><b>KCWP ONE</b>- Students evidence writing growth from baseline to scrimmage to final on-demand writing live-scoring.</div> <div><b>KCWP TWO</b>- The number of novice writers will decrease as compared to KSA assessments.</div>	<div>Students will participate in live-scoring events twice per school year (once per semester).</div> <div>ELA teachers will bring results from live-scoring to the PLCs to review and determine next steps for instruction.</div> <div>All teachers will collect formative and summative assessment data to bring to PLC's to discuss progress and next steps.</div> <div>KSA Assessment</div>	

3: Achievement Gap

<div><div>Goal 3 :</div><div><div></div><div>Do not need a goal for this.</div></div></div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div><div>Objective 1</div><div>By 2022, NHS will decrease the number of 7th and 8th grade students identified with a disability scoring novice in reading by 20% as measured on KSA.</div></div> <div><div>Objective 2</div><div>By 2022, NHS will decrease the number of 7th and 8th grade students identified with a disability scoring novice in math by 20% as measured on KSA</div></div> <div><div>Objective 3</div><div>By 2022, NHS will decrease the number of high school students identified with a disability scoring novice in reading by 20% as measured on KSA</div></div> <div><div>Objective 4</div><div>By 2022, NHS will decrease the number of high school students identified with a disability scoring novice in math by 20% as measured on KSA</div></div>	KCWP- 2, 4	<div><div>KCWP TWO-</div><div>NHS’ Curriculum Committee will continue to meet regularly to create aligned units and lessons that include components of the 4 key commitments (Strong Instruction, Deep Engagement, Grade Appropriate Assignments, and High Expectations). Teachers will create Learning Targets and Success Criteria aligned to standards that demonstrate student mastery.</div></div> <div><div></div><div>Instructional Coaches will train and provide teachers with high yield strategies as an ongoing method of teacher development. Lessons will be designed with collaboration from Special Education teachers to include rich content for all students.</div></div> <div><div></div><div>Case Management and Resource teachers will intentionally ensure students receive assignments and assessments per IEP guidelines in Reading, Writing, and Math.</div></div> <div><div>KCWP FOUR-</div><div>NHS regularly analyzes data through the PLC process. Classroom Walkthroughs</div></div>	<div><div>KCWP TWO-</div><div>Learning Targets and Success Criteria will be aligned to standards and evident during classroom walk-throughs and on unit plans.</div></div> <div><div></div><div>Growth on MAP assessments</div></div> <div><div></div><div>Growth on KSA</div></div> <div><div>KCWP FOUR-</div><div>Increased achievement amongst gap group students as evidenced by collaboration during PLC’s with special education and general education teachers.</div></div>	<div><div>KSA Assessment</div><div>Classroom Walk-Through data using eWalk</div></div>	<div><div>TITLE FUNDS-</div><div>Instructional Coaches</div></div>

		will take place regularly to ensure delivery of a viable curriculum with a focus on literacy instruction, culturally responsive teaching, and ongoing formative assessment.			
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4: Growth

<b>Goal 4:</b> <ul style="list-style-type: none"><li>By 2025, NMS will have an overall growth rate of 83.7 (10 pt increase yearly) as measured in reading and mathematics on state KSA.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2022, NMS will have a growth rate of 62.1 to 72.1 for reading and 45.3 to 55.3 for mathematics.	<b>KCWP- 2, 6</b>	<b>KCWP TWO-</b> NHS will create a Curriculum Committee who will meet regularly to analyze the PLC process and create aligned units and lessons that include components of the 4 key commitments (Strong Instruction, Deep Engagement, Grade Appropriate Assignments, and High Expectations). Teachers will create Learning Targets and Success Criteria aligned to standards that demonstrate student mastery ensuring 80% of students are successful in Tier One instruction.  Instructional Coaches will train and provide teachers with high yield strategies as an ongoing method of teacher development.  NHS will increase the number of R180 slots to ensure all students scoring below proficiency will have an opportunity for Tier III Reading Intervention.	<b>KCWP TWO-</b> Formative and Summative Assessment data brought to PLC's will show an increase in proficiency.  Increased proficiency in KSA and ACT assessments.  <b>KCWP SIX-</b> Classroom Walk Through Data, New Teacher effectiveness surveys.  PBIS Student and Teacher Surveys.	MAP Assessments  KSA Assessments  R180  Support Programs: iXL, Reading Plus, Lexia  ACT/KYOTE  Ongoing New Teacher Mentor Surveys  PBIS Surveys  Behavior Data (referrals and incidents in Infinite Campus)	<b>TITLE FUNDS-</b> iXL - \$11,750  New Teacher Mentor Program- \$12,000  New Teacher Preparedness - \$4,700  Teachscapes - 1,700  <b>SIF FUNDS-</b> Lexia- \$2448  R180- \$10, 444.80  System 44- \$1280  Reading Plus- \$22, 160  Reading Plus & Lexia Starter Zoom Pack- \$3500

		<p><b><u>KCWP SIX-</u></b> All stakeholders will collectively work to redefine vision and mission statements for NHS that reflect core values of the school, and support academic achievement for all students.</p> <p>Staff will be provided ongoing opportunities for professional development that includes culturally responsive teaching methods, engagement, and inclusivity.</p> <p>NHS will offer ESS services as a method of Tier II and III Intervention to support student growth and proficiency.</p> <p>NHS will create a New Teacher Mentor Program to adequately provide support to all first and second year teachers.</p> <p>NHS will work with district personnel and consultants to adequately train Administration in school improvement processes and procedures.</p> <p>Thorough implementation of PBIS schoolwide.</p>			<p>New Teacher Mentor Program- \$3,896.87</p> <p>Leaders Empowering Leaders- \$6, 374.98</p> <p>Level Up Academy Professional Development- \$1200</p> <p>PBIS- Phase One/Two- \$61, 593.57</p>
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5: Transition Readiness

<b>Goal 5:</b> By 2025, Newport High School will increase transition readiness to 90% as evidenced by ACT, KYOTE, Dual Credit, Industry Certifications, CTE EOP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2022, Newport High School will raise transition readiness from 56% to 66% (“High” range) through completion of state recognized learning pathways, industry certification, dual credit coursework, KYOTE testing, etc. <ul style="list-style-type: none"><li>Career Ready will increase from 49.3% to 59%.</li><li>Academic Ready will increase from 25% to 35%.</li></ul>	<b>KCWP- 1, 5</b>	<b>KCWP ONE-</b> CTE teachers will use formative and summative data tracking sheets to determine next steps for core instruction.  CTE, ELA & Math CCR teachers develop and implement a progress monitoring system to identify students based on data, who need intervention for Career and/or Transition Readiness and schedule them into teacher instructed RtI groups.  Through PLCs, curriculum meetings, use of advisory time and professional learning activities, review of the alignment between focused standards, aligning learning targets and success criteria with Career and Technical guidelines.  <b>KCWP FIVE-</b> Special education teachers will assist in developing and exploring alternative career paths for special education students in need of such.  Collaborate with area industries, trade-schools, community colleges, etc. to provide even greater access to increase the number of students in	<b>KCWP ONE-</b> Increased industry certifications in each CTE Pathway.	Navigo assessments  CTE teachers use GMetrix, NCCER, and TestOut data tracking tools to monitor formative and summative practice assessment data to inform scheduling of intervention groups in collaboration with CTE PLC admin support.	Perkins - (GMetrix, NCCER, TestOut) \$7,000.00  Perkins - (ASK, SkillsUSA, Adobe, NOCTI, Pre-Pac) \$6,000.00

		<p>programs such as: Dual Credit, Co-Op, etc.</p> <p>Using Information from NaviGo, hold individual student conferences, identify students who would benefit from post-secondary pathways that are alternatives to college.</p>			
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6: Graduation Rate

<p>Goal 6 :</p> <p>By 2025, Newport High School will raise the graduation rate from 96.7% to 100% as measured by the state 4-5 year adjusted cohort calculation.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2022, Newport High School will raise the 4-5 year adjusted cohort graduation rate of 96.7% to 98.3%.</p>	<p><b>KCWP- 5, 6</b></p>	<p><b><u>KCWP FIVE-</u></b> Effective, two-way communication will be expected so that parents can support students better academically.</p> <p>Students will receive support in credit recovery classes, Intervention classes, and opportunities within Co-Op Classes for career exploration, as well as Dual Credit Opportunities with local colleges.</p> <p><b><u>KCWP SIX-</u></b> Teachers will continue to regularly communicate with families via email, phone, newsletters, and/or other applications.</p> <p>Increasing daily attendance will remain a priority. Daily contacts will be made with parents via IC Messenger, personal calls will still be made for multiple absences, parent meetings/home visits will be held/made for students with chronic absenteeism. Students who are habitually truant will receive Tier I, II, III Truancy Interventions.</p> <p>Administrative team will meet regularly with 12th grade students to make sure that they are on track</p>	<p><b><u>KCWP FIVE-</u></b> Increase in enrollment in support programs and services.</p> <p>Proficiency in credit recovery classes yielding the appropriate amount of credits required.</p> <p><b><u>KCWP SIX-</u></b></p> <p>Increased graduation rate</p> <p>Decrease in attendance events</p> <p>Decreased enrollments in truancy diversion.</p> <p>IMPACT Survey data will yield positive ratings.</p> <p>PBIS Surveys for both students and staff.</p>	<p>Navigo and YouScience</p> <p>KSA Assessment</p> <p>ACT Assessment</p> <p>Truancy Diversion program monitoring.</p> <p>PBIS Surveys</p> <p>IMPACT Survey data</p>	<p><b><u>SIF FUNDS-</u></b></p> <p>PBIS- Phase One/Two- \$61,593.57 (*Mentioned in Goal 1)</p> <p><b><u>TITLE FUNDS</u></b></p> <p>-Family Engagement Allotment</p>



		<p>to graduate and participate in graduation exercises.</p> <p>Reduce barriers to learning for students by surrounding them with support so they may find academic and transition success. These may include support provided through the School Counselor, School Therapist, FRYSC, NaviGo Program during Advisory, Special Education Program, and/or Support services such as Occupational or Speech Services.</p> <p>NHS will create a PBIS System to implement procedures, provide behavior support, monitor effectiveness, and improve school culture.</p>			
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Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <p>The NHS Admin team will work cooperatively with clearly identified roles and responsibilities for each individual. Curriculum Coaches will monitor PLC Protocol, oversee the development of a viable curriculum, assist in Tier One standards alignment, and monitor assessments. Principal will track and monitor student data of all identified sub groups, and oversee building systems for school improvement. RTI groups will be adjusted based on student data from MAP/KREP/ACT and transition readiness. Data and ALL CSIP activities will be addressed at weekly admin team meetings as well as monitored through PLC leads and the PLC process.</p>
Identification Of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p> <p>Admin team will work in conjunction with the district curriculum department to allocate and utilize resources from SIF and Title funds.</p>

Targeted Subgroups and Evidence-Based Interventions:- Ask CO

**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? 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.

**Response:**

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.	<input checked="" type="checkbox"/>
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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:**

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.

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) 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 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 “[Documenting Evidence under ESSA](#)” 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.	<input checked="" type="checkbox"/>
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