

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.

Operational Definitions

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

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

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

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

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal: By 2025, students scoring proficient/distinguished in Reading will increase from 42.5% to 58.2% and in Math from 34.1% to 52.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in <u>Reading</u> will increase from 42.5% to 45.1%.	KCWP 1	Ensure all users of assessment data use information to benefit student learning. (PLC work, common assessments, pre/post test analysis, goal setting, intervention identification, MAP testing, CERT testing).	PLC minutes Walkthrough observations Common assessments State assessment results CERT prep data MAP data Model co teaching monitoring data Re-engagement grant success	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022 – State assessment score release	District funds (CERT, MAP) PPA Re-engagement Grant
		Ensure that effective communication guides instructional planning, student grouping, etc. (PLC work in planning lessons to include rigor, differentiation and appropriate use of technology; PD summer work, PL Day work. Working to be a 1:1 school so that every student in every class has access to one. Model co-teaching math and English classes in grades 9 & 10. MAP testing all 9 th graders. CCR math and English classes, use of literacy strategies in core content and elective classes.	PD agendas, attendance rosters PL Day agendas, PLC minutes CERT Prep data MAP data Model co teaching monitoring data Inventory of technology Walkthrough observation data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data	District funds Title I KETS
	KCWP 2	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before,	PLC minutes Walkthrough observations Common assessments	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data	District funds PPA

		during, after). (PLC work, pre/post test analysis, common assessments, goal setting, intervention identification)	State assessment results 1:1 scheduling Model co teaching monitoring data	Fall 2022 – State assessment score release	
		Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments. (PLC work, common assessments, pre/post test analysis, CERT program, MAP)	PLC minutes Walkthrough observations Common assessments State assessment results CERT, MAP data Model co teaching monitoring data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022 – State assessment score release	District funds PPA
Objective 2 By 2022, students scoring proficient/distinguished in <u>Math</u> will increase from 34.1% to 37.1%.	KCWP 1	Ensure all users of assessment data use information to benefit student learning. (PLC work, common assessments, pre/post test analysis, goal setting, intervention identification, MAP testing, CERT testing, ALEKS).	PLC minutes Walkthrough observations Common assessments State assessment results CERT, MAP, ALEKS data	May 2022– Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022 – State assessment score release	District funds PPA
		Ensure that effective communication guides instructional planning, student grouping, etc. (PLC work in planning lessons to include rigor, differentiation and appropriate use of technology; PD summer work, PL Day work. Working to be a 1:1 school to that every student in every class has access to one. Model co-teaching math and English classes in grades 9 & 10. MAP testing all 9 th graders. CCR math and English classes. Use of repeater classes for Algebra I.	PD agendas, attendance rosters PL Day aRe-engagement grant successgendas, PLC minutes CERT Prep data MAP data ALEKS data Model co teaching monitoring data Inventory of technology Walkthrough observation data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data	District funds PPA Title I Re-engagement grant

	KCWP 2	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during, after). (PLC work, pre/post test analysis, common assessments, goal setting, intervention identification, more use of charts/graphs across the curriculum to reiterate and model the application of math, use of standards based assessments and tracking in the math department)	PLC minutes Walkthrough data Common assessments State assessment results 1:1 scheduling Model co teaching monitoring data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022– State assessment score release	District funds PPA Title I
		Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments. (PLC work, common assessments, pre/post test analysis, CERT program, MAP, use of Moby Max math)	PLC minutes Walkthrough observations Common assessments State assessment results CERT, MAP, ALEKS data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022 – State assessment score release	District funds PPA Special Ed funds

2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 30.4% to 49.4% and from 48.1% to 62.3% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Science will increase from 30.4% to 33.6%.	KCWP 1	Ensure all users of assessment data use information to benefit student learning. (PLC work, common assessments, pre/post test analysis, goal setting, intervention identification, CERT testing).	PLC minutes Walkthrough observations Common assessments State assessment results CERT data	May 2022 – Review of PLC agendas/notes, walkthrough data, CERT data, ACT scores Fall 2022 – State assessment score release	District funds PPA
		Ensure that effective communication guides instructional planning, student grouping, etc. (PLC work in planning lessons to include rigor, differentiation and appropriate use of technology; PD summer work, PL Day work. Working to be a 1:1 school so that every student in every class has access to one.	PD agendas/rosters PL Day agendas PLC minutes CERT data Walkthrough observations Technology inventory	May 2022 – Review of PLC agendas/notes, walkthrough data, CERT data, ACT scores	District funds Title I
	KCWP 2	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during, after). (PLC work, pre/post test analysis, common assessments, goal setting, intervention identification)	PLC minutes Walkthrough observations Common assessments State assessment results	May 2022– Review of PLC agendas/notes, walkthrough data, CERT data, ACT scores Fall 2022 – State assessment score release	District funds PPA
		Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments. (PLC work, common assessments, pre/post test analysis, CERT program)	PLC minutes Walkthrough observations Common assessments State assessment results CERT data	May 2022 – Review of PLC agendas/notes, walkthrough data, CERT data, ACT scores Fall 2022 – State assessment score release	District funds PPA Special Ed funds

Objective 2 By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 48.1% to 50.5%.	KCWP 1	Ensure all users of assessment data use information to benefit student learning. (PLC work, common assessments, pre/post test analysis, goal setting, intervention identification, NoRedInk program, PEG school-wide writing program, vertical align writing instruction from 9 th to 12 th grade in English and core content classes).	PLC minutes Walkthrough observations Common assessments State assessment results PEG data NoRedInk data	May 2022 – Review of PLC agendas/notes, walkthrough data, PEG data, NoRedInk data Fall 2022 – State assessment score release	District funds PPA Title I
		Ensure that effective communication guides instructional planning, student grouping, etc. (PLC work in planning lessons to include rigor, differentiation and appropriate use of technology; PD summer work, PL Day work. Working to be a 1:1 school so that every student in every class has access to one, school-wide writing policy and use of PEG writing, effective use of exit slips, more emphasis on pre-writing).	PD agendas/rosters PL Day agendas PLC minutes PEG data NoRedInk data Walkthrough observations Technology inventory	May 2022 – Review of PLC agendas/notes, walkthrough data, PEG data, NoRedInk data	District funds PPA Title I
	KCWP 2	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during, after). (PLC work, pre/post test analysis, common assessments, goal setting, intervention identification)	PLC minutes Walkthrough observations Common assessments State assessment results	May 2022– Review of PLC agendas/notes, walkthrough data, PEG data, NoRedInk data Fall 2022 – State assessment score release	District funds PPA Title I
		Ensure that instructional modifications are made based upon immediate feedback gained	PLC minutes Walkthrough observations	May 2022 – Review of PLC agendas/notes, walkthrough data, PEG data, NoRedInk data	District funds PPA Title I

		from formative assessments. (PLC work, common assessments, pre/post test analysis, NoRedInk program, PEG school wide writing program)	Common assessments State assessment results PEG data NoRedInk data	Fall 2022 – State assessment score release	
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3: Achievement Gap

Goal 3: By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 8.9% to 33.7% and from 6.7% to 32.1% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Students with Disabilities scoring proficient/distinguished in <u>Reading</u> will increase from 8.9% to 13%.	KCWP 2	Ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during, after) PLC work, pre/post test analysis, common assessments, goal setting, intervention identification, CERT testing, MAP testing, Model co teaching setting in 9 th and 10 th grades.	PLC minutes Lesson plans Common assessments CERT data MAP data Model co teaching data Re-engagement grant success	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022: State Assessment score release	District funding PPA Title I Special Ed Re-engagement grant
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. Assessments for learning, PLC work, common assessments, pre/post test analysis, CERT program, MAP program, Model co teaching setting in 9 th and 10 th grades, use of Newsela for appropriate lexile leveled texts.	PLC minutes Lesson plans Common assessments CERT data MAP data Model co teaching data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022: State Assessment score release	District funding PPA Title I Special Ed
	KCWP 3	Construct student friendly learning targets. Faculty training on writing learning targets. Walkthrough feedback regarding learning target and its alignment to the lesson and task. Create intentional opportunities for students to receive and offer effective feedback during learning. PLC work, common assessments,	PLC minutes Faculty meeting agendas/plans Lesson plans Common assessments CERT data MAP data Model co teaching data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data Fall 2022: State Assessment score release	District funding PPA Title I Special Ed

		<p>pre/post test analysis, CERT program, MAP program.</p> <p>Implement student participation in self assessment and goal setting. Common assessments, pre/post test analysis, CERT program, MAP program.</p>			
		<p>Develop a tracking system for monitoring student achievement progress by learning target and by standard. Special Education caseload managers and leadership team to include Transition Coach create and maintain a tracking system to monitor students with IEP grades, attendance, test scores, college/career progress, etc. Bi-monthly work days of caseload managers w/ students.</p>	<p>Sped Tracking Form CCR Tracking Form CERT data MAP data</p>	<p>May 2022 – Review of MAP data, CERT data, ACT scores, Sped Tracking Form, CCR Tracking Form</p> <p>Fall1: State Assessment score release</p>	<p>District funding PPA Title I Special Ed</p>
	KCWP 4	<p>Use classroom assessment data to inform teacher’s instructional decisions. Use collection of assessment artifacts to inform next steps for individual students and groups of students. PLC work, common assessments, pre/post test analysis, ESS tutoring, CERT program, MAP program. Model co-teaching setting in grades 9th and 10th.</p>	<p>PLC minutes Lesson plans Common assessments CERT data MAP data Model co teaching data</p>	<p>May 2022– Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ACT scores, model co teaching data</p> <p>Fall 2022: State Assessment score release</p>	<p>District funding PPA Title I Special Ed</p>
<p>Objective 2 By 2022, Students with Disabilities scoring</p>	KCWP 2	<p>Ensure formative assessment measures are within lesson planning practices for each phase</p>	<p>PLC minutes Lesson plans Common assessments</p>	<p>May 2022– Review of PLC agendas/notes, walkthrough data,</p>	<p>District funding PPA</p>

<p>proficient/distinguished in Math will increase from 6.7% to 10.9%.</p>		<p>of explicit instruction (before, during, after) PLC work, pre/post test analysis, common assessments, goal setting, intervention identification, CERT testing, MAP testing. Model co-teaching setting in grades 9th and 10th.</p>	<p>CERT data MAP data Model co teaching data Re-engagement grant success</p>	<p>MAP data, CERT data, ACT scores, model co teaching data</p> <p>Fall 2022: State Assessment score release</p>	<p>Title I Special Ed Re-engagement grant</p>
		<p>Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. Assessments for learning, PLC work, common assessments, pre/post test analysis, CERT program, MAP program, Delta Math. Model co-teaching setting in grades 9th and 10th.</p>	<p>PLC minutes Lesson plans Common assessments CERT data MAP data Model co teaching data</p>	<p>May 2022– Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ALEKS data, ACT scores, model co teaching data</p> <p>Fall 2022: State Assessment score release</p>	<p>District funding PPA Title I Special Ed</p>
	KCWP 3	<p>Construct student friendly learning targets. Faculty training on writing learning targets. Walkthrough feedback regarding learning target and its alignment to the lesson and task.</p> <p>Create intentional opportunities for students to receive and offer effective feedback during learning. PLC work, common assessments, pre/post test analysis, CERT program, MAP program, Delta Math.</p> <p>Implement student participation in self assessment and goal setting. Common assessments, pre/post test analysis, CERT program, MAP program, Delta Math.</p>	<p>PLC minutes Faculty meeting agendas/plans Lesson plans Common assessments CERT data MAP data Model co teaching data</p>	<p>May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ALEKS data, ACT scores, model co teaching data</p> <p>Fall 2022: State Assessment score release</p>	<p>District funding PPA Title I Special Ed</p>

		Develop a tracking system for monitoring student achievement progress by learning target and by standard. Special Education caseload managers and leadership team to include Transition Coach create and maintain a tracking system to monitor students with IEP grades, attendance, test scores, college/career progress, etc. Bi-monthly work days of caseload managers w/ students.	Sped Tracking Form CCR Tracking Form CERT data MAP data	May 2022 – Review of MAP data, CERT data, ACT scores, Sped Tracking Form, CCR Tracking Form Fall 2022: State Assessment score release	District funding PPA Title I Special Ed
	KCWP 4	Use classroom assessment data to inform teacher’s instructional decisions. Use collection of assessment artifacts to inform next steps for individual students and groups of students. PLC work, common assessments, pre/post test analysis, ESS tutoring, CERT program, MAP program, Delta Math. Model co-teaching setting in grades 9 th and 10 th .	PLC minutes Lesson plans Common assessments CERT data MAP data Model co teaching data	May 2022 – Review of PLC agendas/notes, walkthrough data, MAP data, CERT data, ALEKS data, ACT scores, model co teaching data Fall 2022: State Assessment score release	District funding PPA Title I Special Ed

5: Transition Readiness

Goal 5: By 2025, the Transition Readiness indicator will increase from 67.7 to 75.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the Transition Readiness indicator will increase from 67.7 to 69.3.	KCWP 4	Create and monitor a watch list for students performing below proficiency. (Transition Coach, leadership team and special education department utilize a college and career readiness tracking document to aid in ensuring students become CCR before graduation)	CCR report Special Ed calendar Special Ed tracking form	May 2022: CCR tracking form, special ed tracking form Fall1: State assessment score release	PPA Title I Special Ed Perkins
	KCWP 5	Develop school culture and supports to promote and support learning for all. Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. (EC3/NHHS career pathways, EC3 academy, dual credit, AP courses, ACT prep courses, ACT after school prep sessions, CERT program, ASVAB training and testing, KYOTE, Varsity Tutors, Work Ethic Certification, JROTC 3 year completers, 1:1 scheduling, train 1:1 schedulers on graduation requirements and career pathways, CTSOs, Transition Coach position and work, academic and military signings, hall bulletin boards recognizing college, career and	Career pathway enrollment Master Schedule JROTC completion of 3 credits EOP pass rate ACT benchmark percentages Industry certificates Work Ethic Certification Dual Credit enrollment/grades AP enrollment/grades KYOTE pass rate CCR tracking form	May 2022: End of year data on ACT, KYOTE, industry certificates, EOP, JROTC rosters. Fall 2022: State assessment score release	District funding PPA Perkins Title I

		military ready students, Job Coach and College Coach positions and work, school counselors attend CTE conference and become trained on career pathways to help track pathways correctly.			
	KCWP 6	Collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students. (Vision and mission statements are in our student handbook. Vision: Destination Graduation – Lifelong success for all starts at NHHS labels are placed on each door in the building above the door handle [offices, classrooms, etc], graduation walks at feeder elementary schools, cords and medals at graduation for recognition, college and military signings).	Graduation program and end of year Awards program showing CCR, cords and medals earned for graduation. Number of academic and military signings.	May 2022: Academic signings, military signings, graduation and awards programs.	PPA
		Enable students to develop leadership roles within the school and/or classroom. Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the school/district. (EC3/NHHS pathways, EC3 academy, dual credit courses, AP courses, ACT prep classes, ACT after school prep sessions, Work Ethic Certification program, CTSOs, Transition Coach position and work, Transition tracking form, Job Coach and College Coach positions and work)	Career pathway enrollment Master Schedule JROTC completion of 3 credits EOP pass rate ACT benchmark percentages Industry certificates Work Ethic Certification Dual Credit enrollment/grades AP enrollment/grades KYOTE pass rate CCR tracking form	May 2022: End of year data on ACT, KYOTE, industry certificates, EOP, JROTC rosters. Fall 2022: State assessment score release	District funding PPA Perkins Title I

			CTSO leadership rosters		
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6: Graduation Rate

Goal 6: By 2025, the Graduation Rate indicator will increase from 90.5 to 92.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the Graduation Rate indicator will increase from 90.5% to 91.8%.	KCWP 4	Use the Persistence to Graduation tool to assist in identifying students at risk for remediation, failure and/or untimely graduation. (APEX credit recovery, ESS tutoring, ESS credit recovery, KYOTE, course repeat classes, intervention classes, re-engagement grant work, intervention small groups with principals/counselors during club time, transcript reviews, civics citizenship exam)	PTG tool/data Attendance policy APEX rosters/data 1:1 scheduling ESS rosters Summer School rosters Civics Citizenship pass rate	May 2022: Retention rate, end of year graduation data, APEX credits recovered/earned, Citizenship data	PPA Title I Re-engagement grant
		Develop school culture supports both academic and behavioral, to promote and support learning for all. (APEX credit recovery, ESS tutoring, ESS credit recovery, KYOTE, course repeat classes, intervention classes, transcript reviews, civics citizenship exam, graduation walks at feeder elementary schools, academic, athletic and military signings, implement an intervention program once traditional school returns, use Re-engagement grant monies and identify most at risk students to decrease retention rate and increase graduation rate)	PTG tool/data Attendance policy APEX rosters/data 1:1 scheduling ESS rosters Summer School rosters Civics Citizenship pass rate	May 2022: Retention rate, end of year graduation data, APEX credits recovered/earned, Citizenship data	PPA Title I Re-engagement grant
	KCWP 5	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student	ESS Tutoring rosters ESS Credit Recovery rosters APEX rosters/data	May 2022: Retention rate, end of year graduation data, APEX credits recovered/earned	PPA Title I

		needs. (APEX, Credit Recovery, ESS Tutoring, ESS Credit Recovery, Course repeater classes, intervention classes, civics citizenship exam, transcript review)			
	KCWP 6	Ensure available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family & Children, mentoring groups, etc. (YSC supports such as backpack program, holiday assistance, parent cafes, community outreach, as well as, school nurse, attendance checks by Attendance Specialist & Asst Principals, Counselor transcript reviews, mental health counselors).	YSC brochure of services YSC sign in sheets YSC advisory minutes Nurse log Attendance reports/documentatio n Transcript reviews	May 2022: documentation of services provided to # students/families, YSC yearly report to SBDM	PPA Title I YSC
		Utilize daily formative collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or walkthrough details to ensure high levels of teacher effectiveness and student achievement. (Transition coach maintains CCR tracking data. Special Ed Department utilizes bi-monthly working sessions on Wednesdays. This work session includes gathering data on students on their caseloads, as well, as meeting with students and regular ed teachers and administering screeners such as MAP, Moby Max to students with IEPs.	CCR report Special Ed calendar Special Ed tracking form	May 2022: CCR tracking form, special ed tracking form Fall 2022: State assessment score release	PPA Title I Special Ed Perkins