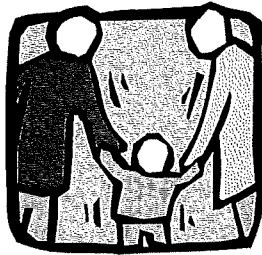


GCHS PARENT AND FAMILY ENGAGEMENT POLICY



*Tabled .
Approved
not to
change policy*

DEFINITION OF PARENT

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term "parent" to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Providing activities designed to successfully engage families in their children's learning, as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students' parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Gallatin County High School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our homework policy.

4. Send home information on student progress on a regular basis.
5. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
6. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
7. Support an active Parent Teacher Association or Organization.
8. Provide a variety of opportunities for parents and family involvement in school activities including but not limited to:
 - Assisting with field trips and extra-curricular activities that require more than one adult.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.
8. Read the appropriate code of conduct and appropriate dress code policies.
9. Discuss and support school rules and policies such as dress code, cell phone, targes, vape and tobacco products, etc.
10. Monitor grades, assignments and academic successes.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.
7. Make their best effort to maintain a safe, cooperative environment for all students.
8. Pledge to not bully others and report bullying situations to staff or administration.
9. Follow all school rules and policies such as dress code, cell phones, tardiness, vape and tobacco products, etc.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: August 9, 2019

Date (s) Reviewed or Revised: *January 14, 2022*

First Reading: July 11, 2019

Second Reading and Approval: August 9, 2019

Approved



2021-22 Phase Three: Executive Summary for
Schools_12302021_13:08

2021-22 Phase Three: Executive Summary for Schools

Gallatin County High School
Angela Lewis
70 Wildcat Cir
Warsaw, Kentucky, 41095
United States of America

Table of Contents

2021-22 Phase Three: Executive Summary for Schools	3
Attachment Summary	5

2021-22 Phase Three: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Gallatin County High School is a small rural school with approximately 490 students. We have a large number of students who move in and out of our school and are 70% + free and reduced lunch. Our community has poverty, drug use and a high number of students being raised by relatives and other guardians. We have good kids who are typically compliant and want to do well but struggle with motivation. We are beginning to experience teacher shortages more frequently and often fill positions well into the school year and sometimes have positions that are left unfilled.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our purpose is to establish relationships with students and provide every opportunity for them to graduate transition (college and career) ready. We utilize KYOTE English, Writing and Math to attempt to recover scores that do not meet benchmarks. We address EOP materials to help students meet success on the EOP assessment. Our CTE department has set up programs with ICEV, Prepaac, and ASK for business and marketing to help students obtain industry certifications. We offer a wide variety of incentive programs for students to meet ACT benchmarks. Our purpose is to prepare students for college, career and life.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We have done very well with hitting goals on writing proficiency at 60.1%, scoring above the state on reading proficiency on ACT at 42.2% and scoring 94.1% on graduation rate. We still have work to do on proficiency goals for math, science and overall in ready on state assessments.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.


N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GCHS PD PLAN	PD PLAN	.



2021-22 Phase Three: Professional Development Plan for Districts_11172021_07:32

2021-22 Phase Three: Professional Development Plan for Districts

Gallatin County
Larry Hammond
75 Boardwalk
Warsaw, Kentucky, 41095
United States of America

Table of Contents

2021-22 Phase Three: Professional Development Plan for Districts	3
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2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the district's mission?

Maximizing student learning and achievement. All teachers deliver a viable, content focused curriculum that is built around authentic reading and writing skills. every student will be at or above grade level in reading and math so as to be on track to meet college and career readiness measures. We will develop leadership at all levels; in the classroom, on the bus, and in the cafeteria. We will do this by instilling leadership principles in our students, mentoring our teachers and by encouraging all support personnel to take active roles in leading our district forward. All district

schools and departments engage in process and performance management to optimize resources, increase efficiency and effectiveness. Virtual and blended course offerings as well as flexible schedules will be in place meeting diverse needs.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

The district's top two priorities for professional development are adjusting curriculum for accelerated learning and developing a districtwide instructional protocol. Teaching to the rigor and grade level of KAS will move our students towards performing at grade level. Establishing and training on a districtwide instructional protocol will ensure all classrooms offer the same high quality opportunities to learn.

3. How do the identified **top two priorities** for professional development relate to district goals?

Our district goals are to be at or above state averages in reading, math, science, writing and social studies. Professional learning on how to break down standards, how to implement new standards, and how to create high quality activities/assessments that are fully aligned to the rigor and grade level of standards will give our students greater opportunities to learn to the level of the standards. Developing and implementing a districtwide instructional protocol will ensure there is effective teaching in every classroom. Effective teaching could eliminate the achievement gap in about five years. (Schmoker, 2006)

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

By March of 2022 core teachers will have complete pacing guides with all standards identified. Teachers will use the pacing guides and local formative assessments to adjust curriculum to accelerate learning. By the end of the 2023 school year teachers will have adjusted curriculum to offer "just in time" learning for students that are not ready to learn at grade level. Teachers will provide intentional instruction to small groups or whole groups, based on the need as identified by

local formative assessments. We will use the learning progressions provided in the KAS. This will take place in Tier 1 core instruction.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is less need for remediation. When we strengthen our core instruction to include, "just in time," learning then there will be less need for students to receive remediation. Remediation happens after the lesson and in many cases in a different environment. Teachers will become much more effective when adjusting curriculum to provide all students opportunity to learn in each lesson.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Improved performance on local formative assessments. Student growth as measured in our district benchmark assessments will be the greatest indicator of success. Increased percentage of proficient students and lower percentage of novice students will indicate if we are on course for meeting our goals and objectives.

4d. Who is the targeted audience for the professional development?

The targeted audience for accelerated learning will be our core teachers. All core teachers will be trained in how to adjust curriculum to accelerate learning.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders will be impacted by accelerated learning. Students will receive high quality instruction at their current level and then moved forward one step at a time until they reach the appropriate grade level instruction. Accelerated learning should free our students from remediation as well. Teachers will work hard to adjust curriculum in response to formative assessment data analysis. Lesson plans will need to show where the curriculum is adjusted. Principals will be the leaders in this effort. Principals must train, plan for implementation and monitor curriculum adjustment. District leaders work with principals and provide the support needed.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

OVEC is supporting our district with training, coaching and resources. Multiple hours will be spent vertically aligning curriculum, analyzing assessment data, reviewing pacing guides and adjusting curriculum. We will use CASE Assessments and iReady Diagnostics to measure student growth and progress. We will also be using Mike Schmoker's "FOCUS Elevating the Essentials to Radically Improve Student Learning" book. This will be an expense.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Instructional coaches have been trained on how to adjust curriculum and will be training teachers through PLC's. We have also planned for six days to use for the follow up and to provide "just in time" support for our teachers. Instructional coaches will devote one PLC meeting per month for the purpose of accelerated learning.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

District and school level walk through observations. Pacing guides Lesson plans CASE Assessment data iReady Diagnostic data The district instructional leadership team which consists of the principals and the director of curriculum, instruction and assessment will gather the data and meet once per month to discuss progress.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The second priority need is to ensure equitable, high quality instruction in all classrooms. Current observation data shows there is a high level of discrepancy from one classroom to the other throughout the district. Finding consistencies is random at best. Especially when traveling from one school to the next. There is no way to ensure every classroom provides equal opportunities for students to learn. Our district will be developing and implementing a district wide instructional protocol that includes evidence based instructional strategies. This will ensure that all students have equal access and opportunity to learn no matter what classroom they may be in. Short term changes include the way we do professional development. We have a plan that provides a continuous cycle of learn, analyze, adjust, assess and support. We plan to repeat this cycle each semester and in some

cases more than once per semester. Long term changes will include the level of preparation and type of preparation that goes into planning our lessons. Every lesson will include specific essential elements that are researched based and have been proven over time. Allan Odden and Marc Wallace (2003) observe that "improved instruction is the prime factor to improve student achievement gains" (p. 64).

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Student outcomes will include improved student achievement gains and better prepared students for post-secondary opportunities. Educator beliefs must shift as we provide the sound evidence of the power of using evidence-based elements of how we should teach the curriculum. Classroom practices will become more consistent as teachers will provide the same elements of teaching in every lesson. We will rely less on pedagogic fads and more on evidence based instructional practices.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicator of success will include tangible evidence such as district published instructional protocol, district and school walk through observation templates that include the "look fors" of the essential elements of instruction and district walk through observation data will indicate those elements are consistently in place throughout the district.

5d. Who is the targeted audience for the professional development?

Classroom teachers and district administration is the primary target of this professional development. It's our practices that need to be adjusted. When we adjust what we are doing then we shall see different results from our students.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students will be the primary group that is impacted by this component of professional development. Schmoker reports some "stunningly powerful consequences" of soundly structured lessons. They would add between 6 and 9 months of learning growth per school year per student. Effective teaching could eliminate the achievement gap in about five years. All other groups such as

teachers, principals and district leaders will obviously be impacted by such a shift in instructional practices and student achievement. How we teach will change.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

OVEC is supporting our district with training, coaching and resources. Multiple hours will be spent vertically aligning curriculum, analyzing assessment data, reviewing pacing guides and adjusting curriculum. We will use CASE Assessments and iReady Diagnostics to measure student growth and progress. We will also be using Mike Schmoker's "FOCUS Elevating the Essentials to Radically Improve Student Learning" book. This will be an expense.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

As mentioned earlier, our model of providing professional development is shifting to a cyclical structure. Just as we strive to offer students multiple tiered systems of support our district will develop a system that offers our teachers multiple systems of support. Our district calendar committee has included a number of days in next year's calendar just for this work. Training will be repeated and expanded upon, data will be analyzed, adjustments will be made and support will be provided where needed during these days. Instructional coaches will also provide ongoing training and support through coaching cycles and PLC's.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

District and school level walk through observations with the "look fors" of essential elements. Pacing guides Lesson plans CASE Assessment data iReady Diagnostic data The district instructional leadership team which consists of the principals and the director of curriculum, instruction and assessment will gather the data and meet once per month to discuss progress.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Gallatin County

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Approved

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 achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates a 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 should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities a activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success

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 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. 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 No separate Schoolwide Program Plan is required.

Requirements for Building an Improvement Plan

- 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: Schools should determine long-term goals that are three to five year targets for each required school level indicators. Schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must add academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.

1: Proficiency

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient or higher in math from 30.2% to 41% in 2024, as measured by the state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the percentage of students scoring proficient or higher in math from 30.2% to 33.8% in 2022 and in reading 30.6% to 35.6% in 2022, as measured by the state required academic assessments.	Implement a system for teachers to readjust the curriculum to ensure that supplemental resources are aligned to standards and positively impacting student learning. (KCWP 1)	Training for teachers on benchmark assessments	Unit Plans PLC minutes	30-60-90 Day Planning
		KAS aligned curriculum <ul style="list-style-type: none"> Identify priority standards Vertical alignment 	Priority standards identified Curriculum aligned in transitional grades	30-60-90 Day Planning Staff Day Planning
Objective 2				

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the number of students scoring proficient in science from 10.5% to 30% statewide academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 Increase the number of students scoring proficient in science from 10.5% to 15% by 2022 as measured by statewide academic assessments.	Establish a system for improving the design and delivery of science instruction in order to meet the tier 1 educational needs of all students. (KCWP 2)	The science department will meet in PLCs (weekly) in order to identify problems of practice and promising practices; ensure learning intentions and success criteria are clear and aligned to standards; review, analyze, and modify assessments; in an effort to improve the quality of assessment; and measure the effectiveness of instruction on student achievement.	Team Level PLCs Formative and Summative Assessments Walkthroughs by Instructional Coach and Principal	30-60-90 Day Planner
Objective 2		Incorporate Stemscoapes into science curriculum		

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 should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component 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 required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the percentage of students in the Economically Disadvantaged student group scoring proficient or higher in math from 15.7% to 20.7% in 2022 and in reading 22.8% to 27.8% in 2022, as measured by the state required academic assessments.	Improve upon the current system for delivering instruction in order to ensure that teachers and students have a shared understanding of learning expectations and success criteria. (KCWP 2)	School leadership and department chairs will collaborate with teachers monthly in content PLCs (using a PDSA process) in order to continuously improve in the areas of effective deployments of learning intentions and success criteria. Work will be supported by KDE Continuous Improvement Coaches and timeline for deployment will be determined by 30-60-90 Day planning cycles.	Walk-throughs by instructional coach and principal	PLC notes and agenda
			Summative and Interim Assessments	30-60-90 Day planning
Objective 2				

[illegible]

4: Growth

Goal 4 (State your growth goal.): N/A for HIGH SCHOOL				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase Transition Readiness Indicator from 58.6 to 79 by 2024 as measured by stat				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1 Increase transition readiness indicator from 58.6 to 64, in 2022 as measured by statewide academic metrics.	Design, align, and deliver support processes in order to ensure that all students have the knowledge, skills, and dispositions for future success. (KCWP 5)	The principal, assistant principal (who also serves as curriculum coach and CTE coordinator), and guidance counselor will collaborate to refine a system for delivering a variety of support processes and monitoring individual student progress to ensure that all students are on track to graduate college and/or career ready. Timelines and details of implementation will be addressed through 30-60-90 Day planning.	ACT End of Program Assessments Industry Certifications KYOTE	30-60-90 Day Planning
Objective 2				

6: Graduation Rate

Goal 6 (State your graduation rate goal.): We will increase our 4 year graduation rate from 94.1% to 96.1% by 2024 as measured metrics.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
We will increase our 4 year graduation rate from 94.1% to 96.1% by 2024 as measured by statewide academic metrics.	Design, align, and deliver support processes to build a high quality system for delivering appropriate academic and behavioral interventions, in order to ensure that resources are focused on all students graduating on time. (KCWP 5)	The Leadership Team, in collaboration with KY-ABRI, will meet at least monthly to review multiple sources of data. The team will work together to improve the quality of Tier 1 instruction, establish timelines for delivery of RTI and credit recovery services, incorporate dropout prevention measures, and determine movement of students through tiers of intervention.	Promotion rate	30-60-90 Day Planning
			ACT	Missing Assignment Notifications
			End of Program Assessments	Parent Contact Logs
			Industry Certifications	
			KYOTE	
Objective 2				

7: Other (Optional)

Goal 7 (State your separate goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

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 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 ide within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schoc

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: 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 th underperformance, and how identified resource inequities will be addressed.

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 practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we make to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional relevant additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge

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 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 (Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and 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 resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (70% of the CSIP must be submitted to the Commissioner of Education for final approval. Once the CSIP has been revised, the turnaround plan must be 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 and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is required for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of the findings of their evidence review, and a discussion of the local implications of the evidence into eProve. Specific directions regarding the documentation requirements can be found 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 evidence.

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.