



2022-23 Phase One: Continuous Improvement Diagnostic for
Schools_09272022_09:42

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Dixie Heights High School
Roger Stainforth
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Roger Stainforth 9/27/22



2022-23 Phase One: Executive Summary for
Schools_09272022_09:49

2022-23 Phase One: Executive Summary for Schools

Dixie Heights High School
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United States of America

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2022-23 Phase One: 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?

Dixie Heights is located off of I-275 at Dixie Highway in Crestview Hills. Our high school services students from surrounding communities, including; Crescent Springs, Lakeside Park, Villa Hills, Ft. Wright, Park Hills, Edgewood, Erlanger, Crestview Hills, and Florence. The school has a current enrollment size of approximately 1,561 students in grades nine through twelve, and reflects the diversity of the surrounding community.

Over the past three years Dixie Heights has seen an increase of the number of students who need assistance through our English Language Learners program. The ELL program services all students who speak English as a second language which includes (but not limited to) Hispanic, African, French, Arabic, and Southeast Asia. While there are challenges associated with educating the ELL population, exposure to new cultures has enriched the experience for all students and staff at DHHS. To meet the needs of these students we have added a full time ELL teacher who meets these students on a daily basis. Students are enrolled in coursework that helps to address the needs that have been identified through their personal learning plan (PLP) and work to achieve academic success at the same level as their peers.

Additionally, approximately 40% of the Dixie Heights student population receive free or reduced lunch services. A full time Family Resource Center is in place and actively works to meet the needs of these students. From weekend meal packs to outside counseling services, our FRYSC provides a wide range of services. Additionally, the Reducing Barriers to Learning team meets bi-weekly to discuss students who are at risk, including those who qualify for free and reduced lunch. The RBTL team works to develop specific plans for each student to support them in being successful at Dixie Heights High School.

Dixie Heights employs approximately 100 educators who work tirelessly to offer a rigorous and relevant curriculum to every student. To this end, the staff and administration have worked to provide all students with career/ college readiness skills while maintaining the current growth trends on state assessments. Our staff uses CERT/ACT testing with freshman, sophomores, juniors, and seniors annually to allow our staff can gauge student learning. Our teachers collaborate in Instructional Learning Teams (ILT) to develop common curriculum. The teachers use this common curriculum to develop common assessments of learning and have implemented processes to analyze this data regularly. Assessment data is used to identify students' specific skills they have mastered or need additional assistance to learn. This data proves useful to teachers who are planning differentiated lessons in

the classroom and targets the skills that students need to improve on their understanding.

Although we serve a diverse student body and community, Dixie Heights strives to ensure that all students are given an equal opportunity to excel and be involved in all aspects of the educational process. In addition to a wide range of course offerings, a school to work program, academies, dual credit, and advanced placement courses are available to students. Students' diverse strengths and needs are met through a variety of clubs and organizations as well as Extended School Services, remedial, and gifted/ talented programs. Support services are available in special education, credit recovery programs, speech/ language therapy, ESL and occupational/ physical therapy. Ensuring that ALL students succeed will continue to be our mission.

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.

Dixie Heights High School's vision statement is "All students, faculty, and staff treat one another with respect and work toward a common goal of academic achievement so that students can be globally-competitive and self-sufficient in the real world." The faculty, staff, and administration collaborated to develop the "Dixie Way" to assure that all students will be supported in the vision statement of Dixie Heights.

Goal: We believe that ALL students can be successful. We will utilize Professional Learning Communities (PLCs) to ensure that ALL students will have the skills necessary to achieve their goals after high school. We believe:

- We are the biggest difference maker in each student's life.
- We can connect, inspire, and energize ALL kids.

To ensure that all students grow and improve, we commit to being intentional in the following areas:

- Building authentic relationships: Student relationships contribute to higher achievement.
- Teaching executive functioning skills: All students need to be effective in organization, planning, & goal setting.
- Implementing innovative instructional strategies: Engaging instruction empowers students.
- Utilizing behavior support: Teaching positive expectations through a restorative approach encourages proper student choices.

At Dixie Heights, we continue to be successful on overall state assessment data. We have students who are successfully completing college level classes, Advanced Placement and/or Dual Credit. However, when you examine the data more closely, we need to continue working on removing barriers to learning and closing the learning gaps within specific populations. The purpose of "The Dixie Way" is to become intentional in providing an educational experience that meets the needs of every student in the building. Students from all demographics and backgrounds come to receive their education at Dixie. Many of these students have been able to overcome specific barriers to find success at school. However, we must believe that ALL students can be successful and it is our professional obligation to make sure we are providing an atmosphere that will allow ALL students to reach their full potential. "The Dixie Way" has been developed through collaboration among teachers at Dixie Heights and is a guideline for the expectations for every person who comes in contact with our students.

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.

Dixie Heights has many notable achievements that give the students and staff pride. Academic success is visible in several areas at Dixie Heights High School, most importantly in our post-secondary readiness rates. This past year, Dixie Heights:

- Was included in the list of 43 Kentucky schools receiving the prestigious College Success Award from Great Schools.
- Was rated high in English Learner Progress, School Climate & Safety, and Graduation rate.

In the 2021-22 academic year, the school continued in their tradition of excellence with our advanced college coursework options. The AP program continues to expose a large number of students to this rigorous national curriculum. Dixie Heights continues to prioritize college and career readiness through its Dual Credit offerings.

- We continue to Increase the number of Dixie Faculty who can teach dual credit classes through local universities.
- We continue to foster relationships with our dual credit partners: NKU, TMU (tied to business, pre-law pathways), EKU (currently online options only), Gateway (logistics, nursing, construction, & automotive career pathways)

There is always room for improvement. We have identified closing the learning and increasing transition readiness to 100% as the priority areas that we place an intentional focus on. In order to grow in these areas we have aligned our master schedule to facilitate teams of teachers working in Professional Learning Communities to focus on four essential questions of a PLC:

1. What do we want students to know? (Essential Standards)
2. How will we know they have learned it? (formative/summative assessments)
3. What will we do when students do not understand it? (interventions)
4. What will we do when students already know it? (enrichment)

We have added a full time ELL teacher and will provide embedded professional development opportunities for our teachers to improve the work we're doing with our ELL population. We have built structures to all our special education teachers to have common planning time with their collaborating teachers to improve instruction for students with IEP's. We maintain a College and Career Readiness Coach and Center to work on adding more opportunities for students to earn certifications in vocational programs. We have allocated portions of our budget to expand the CTE opportunities, allowing for more students to complete a pathway. Over the last year we have expanded to 7 identified CTE pathways in our school and continue to offer pathways for career readiness through other programs offered by the KCSD and local universities.

Additional Information

CSI/TSI (including ATSI) Schools 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.

The Dixie Heights school improvement plan is supported by our recursive data process. Student progress data is consistently reviewed within our core committees; Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Systems (PBIS), Student Services, Reducing Barriers to Learning (RBTL), Special Education (SPED), and College and Career Readiness (CCR). These committees report their findings and data trends to our Curriculum Committee. This committee is made up of a diverse group of stakeholders, including; administration, teachers, students, parents, and community members. The work of this committee is to use relative data to create actionable steps that will improve student achievement across the defined areas of focus. Once the action plan is completed, it is submitted to the SBDM council for approval.

Closing the learning gap between our ELL and English speaking students is now receiving an intentional targeted focus within our improvement plan. Language barriers have a substantial impact on student achievement and represent the main cause for this learning gap. To counteract these obstacles Dixie Heights is taking the following steps:

- Provide job embedded professional development for our staff that will result in resources and supports that our actionable and effective.
- Dedicate a portion of the budget to offer additional paid training on working with ELL students and families.
- Purchase instructional materials in native languages to support direct instruction and supplement classroom materials.
- Provide specific resources that allow our teachers and students to use the district's technology resources (1-to-1) to counteract barriers created by language.
- Intentional use of our PRIDE intervention time to allow for small group instruction and individualized tiered supports of our ELL students.

In addition we will continue to have a full time ELL teacher that will collaborate with our core academic teachers while also providing direct instruction. Through this collaboration our teachers, ELL and core, will be able to review/develop each student's personal learning plan (PLP), appropriately adapt lesson plans, and maximize our current resources.

Additional Information

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

Dixie Heights High School is very proud of all aspects of our school community, especially the extra-curricular opportunities offered to our students. Through participation in our many clubs and teams, students of Dixie Heights have displayed excellence in athletics, academics, community service, and increasing inclusion. The interlocking DH that represents our school is well known and respected throughout the entire region.

In addition to the extra-curricular offerings, Dixie Heights High students have the opportunity to participate in the Ignite Institute, a regional school. The Ignite Institute offers the following pathway options:

- Biomedical Science,
- Informatics,
- Future Educators,
- Engineering
- Gemini College Academy.

The Ignite Institute provides another educational option that is geared towards our 21st century learners. This program facilitates the students' growth in their career field of interest, while providing the opportunity to earn an associate's degree and shadow experts within their chosen field. The KCSD offers a Young Scholars Academy on an application process that allows for students to graduate with an associate's degree from NKU. Additionally, the KCSD offers industry certification programs through Gateway such as Automotive Technology, Building Maintenance, Logistics, and STNA.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09282022_10:04

2022-23 Phase One: School Safety Report

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/11/22

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for
Schools_10192022_09:12

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Administrative Team (Principals and Assistant Principals):

- Weekly agendas with Social Emotional, Behavior, and Attendance being standing items reviewed weekly. Other items added as needed.
- Review Committee Reports (MTSS, PBIS, Curriculum, Student Services) on a bi-weekly basis.
- Reviewing learning walk data, every teacher is walked once month. The admin team maintains a dashboard indicating progress in each of the four elements of the Cycle of Quality Instruction (see attached).
- Identify trends, strengths, and deficiencies based on KSA, CERT, and ACT data.

Principal/Counselor Meeting:

- Bi-weekly meeting discussing to discuss students of concerns or the progress of those receiving interventions.
- Review/Update of student hospitalizations, threat or suicide assessments, and recent traumatic events.
- Develop individual support plan for students and assign responsibilities.

Individual Learning Teams (ILTs):

- Content specific PLC meetings focused on instruction and assessments.
- Weekly meeting with admin approved agenda.
- Teams review common assessment data to determine strengths/needs by student, by teacher, and by standard.
- Identify trends, strengths, and deficiencies based on KSA, CERT, and ACT data.
- Teams use the weekly data analysis to assign students to PRIDE workshops for either remediation, RTI, or tutoring.

Reducing Barriers to Learning (RBTL) (Assistant Principals, Counselors, RBTL, FRYSC):

- Bi-weekly with district approved agenda.
- Attendance tracking dashboard
- Develop attendance plans, court liaison, and needs assessment for students.

MTSS Tier 2 and 3 team meetings (Assistant Principal, College Career Counselor, Counselors, SPED):

- 8-10 Week progress check meetings
- Data from tier 2 and tier 3 interventions are analyzed and decisions determined based on level of progress displayed by student.

SBDM monthly meetings (Council members)-

- Publicly displayed Agendas
- Academic, attendance, and SEB data is reviewed monthly for the council to analyze progress in meeting student learning needs.

Curriculum Committee (admin, parents, teachers, students):

- Reviews instructional materials, curriculum, and data to determine instructional needs.
- Reviews and develops a plan of action based on CSIP goals and results.

ATTACHMENTS

Attachment Name



Cycle of Quality Instruction

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The previous improvement plan was focused on increasing achievement across all levels and curriculums. The strategy was to utilize intervention time to address student deficiencies. Students were assigned specific workshops on a weekly basis based academic performance in each subject. What we found, teachers were assigning failing students to an intervention based on grade, this did not necessarily equate to a better understanding on the standards. This year's plan will have to put an intentional focus on student mastery of the standards. Teachers will need to collaborate using standards-based data to accurately identify the needs of each student. Intervention decisions must become standards based and not grade based.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - Attendance has steadily improved from 82.42% in 20-21 to 94.55% to 21-22, slightly higher than pre-covid year 18-19.
 - Transition Readiness increased from 55.8% in 20-21 to 77.3% in 21-22
 - Continued to out perform the state average ACT composite score in both 20-21 and 21-22.
 - SPED experienced an increase in ACT state ranking in Composite, English, Reading, and Math from 20-21 to 21-22
 - EL students based on the ACCESS test. 68% of the students showed growth in 20-21 and 79% in 21-22.
 - We saw a significant decrease in the performance of our economically disadvantaged students in the ACT and KSA from 20-21 to 21-22.
 - Experienced a decrease in state ranking amongst all students across the board in ACT and K-Prep from 20-21 to 21-22 (see attachment)

ATTACHMENTS

Attachment Name



State Test Comparisons

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

College English Readiness Benchmarks

- All Students = 48%
- Economically Disadvantaged = 31%
- SPED w/ IEP = 21%

College Reading Readiness Benchmarks

- All Students = 46%
- Economically Disadvantaged = 34%
- SPED w/ IEP = 21%

College Math Readiness Benchmarks

- All Students = 33%
- Economically Disadvantaged = 20%
- SPED w/ IEP = 17%

77% Transition Readiness

KSA Assessment Performance Attached.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Dixie Heights is considered TSI with English Learners Plus Monitored. These students showed 10% proficiency in Math, <1% in Reading, 10% in Social Studies, and ,1% in writing. Breakdown of the scores can be found on the attachment.

ATTACHMENTS

Attachment Name



KSA Data Comparisons

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our students with disabilities continued to improve, in regards to scores and ranking. In all categorized of the ACT, our students with IEP's scored approximately 2 points higher than the state average of students with an IEP. Our student showed improvement in all but one sub category of the ACT and they ranked:

- 6th in Composite ACT
- 8th in English
- 13th in Reading
- 7th in Math
- 7th in Science

We need to take the same approach to our EL population that we have with our IEP students:

- We must meet students where they are based on standard driven data.
- Provide reasonable accommodations to overcome any language barriers that prevent mastery of the standards.
- Increase collaboration between the EL teachers and the general classroom teacher.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

The foundation of Dixie Heights work continues the ILT and PLC work that focuses on a standard based collaboration to meet students where they currently are. A recursive data process that is fueled by continued analysis by student, by teacher, and by standard is the key to us being able grow students.

ATTACHMENTS

Attachment Name

 School Key Elements





Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students’ attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Each year our ILT’s review their curriculum map and determine the essential standards. This is an on-going process that is done through PD time as well as weekly common planning time. We have begun the process of transitioning to a standards-based learning school. This year we’ve add procedures to evaluate the effectiveness of our instructional resources.</p>
<p>KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Our school conduct learning walks on every teacher each month to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will include teachers on the learning walks as a way to increase job embedded training.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Each ILT has common assessments that are utilized to determine specific students’ needs and to then utilize this data to provide intervention during our designated PRIDE time. ILT’s analyze data by student, by teacher, and by standard. We use district common assessment data to identify learning gaps between our students and other high schools.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>We’ve established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, CERT, attendance and grades to determine specific priorities for student’s success.</p>

Key Elements of the Teaching and Learning Environment - School

<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>This is done through our weekly common planning time content specific ILT meetings. This data analysis is the basis for placing students in specific intervention workshops every week. Data is analyzed by student, by teacher, and by standard.</p>
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Our student survey data shows that we are providing a school environment that promotes student learning and safety to assure the greatest success. In addition our CCR coordinator is actively working with minority students and their families to increase enrolment in dual credit and career pathways.</p>

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cycle of Quality Instruction		• 1
 KSA Data Comparisons		• 5
 School Key Elements		• 7
 State Test Comparisons		• 3



2022-23 Phase Two: School Assurances_10192022_09:03

2022-23 Phase Two: School Assurances

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

● N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement
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2022-23 Phase Three: Comprehensive School Improvement Plan

Dixie Heights High School
Roger Stainforth
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

While we have adjusted percentages to reflect current progress and potential growth, we have maintained the same goals in regards to Reading/Math proficiency, separate academic indicators, gap groups, graduation, and school climate. We have added additional strategies to help achieve these goals. In addition, because of our TSI status with English Learners plus Monitored, we have embedded goals and strategies throughout our CSIP to address this student population. Attached you will find our CSIP allowing with our TSI evidence based narrative.

ATTACHMENTS

Attachment Name



Dixie Master CSIP Phase 3



TSI Narrative

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan



The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Dixie Master CSIP Phase 3	Phase 3 Goals	•
 TSI Narrative	Dixie Heights TSI Narrative for English Learner plus Monitored	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- o Postsecondary Readiness
- o 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
<p>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.</p>	<p>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>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading achievement scores from 49% in 2022 to 53% in 2023 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.	AT and teachers will work together to analyze student work, CERT and ACT data, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, reteaching, and reassessment.	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between	All CORE English teachers are organized into ILTs to discuss student achievement	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment.	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>lessons, curriculum, and assessments.</p>	<p>and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.</p>	<p>AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.</p>	
	<p><u>KCWP 5: Design, Align, and Deliver Support</u></p>	<p>Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Students who are below benchmark for Reading or have essential skill deficits in content classes will be identified. These students will receive needs based instruction to determine Tier 2, or Tier 3 appropriate data-based interventions.</p>	<p>Courses designed for interventions in English I and English II have been established and are being utilized. AT and counselors review progress data from these intervention courses and regular English courses toward the end of each trimester to determine who has been successful enough to be removed from intervention courses and who is struggling enough with essential skills and standards and needs to move into an intervention course.</p>	
		<p>Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>On a regular basis student progress will be monitored by a school intervention team that consists of teachers, counselors, and administrators to ensure the implementation and effectiveness of interventions.</p>	<p>MTSS will meet bi-weekly, PBIS monthly, and RBTL bi-weekly. Committees will meet regularly to discuss student needs for interventions. Principal/Counselor teams will meet regularly to discuss specific student needs.</p>	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.</p>	<p>Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.</p>	<p>AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly. AT will provide job embedded training and support for ILTs not using PRIDE time appropriately.</p>	
		<p>Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL students.</p>	<p>EL teacher collaborates throughout the day in specific English classrooms. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.</p>	<p>AT will meet with English ILTs periodically to determine what resources are needed and AT will work to acquire those resources. AT will meet with English ILTs to review data and determine next steps.</p>	
	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>ILTs will be systematically implemented to analyze and improve classroom instruction.</p>	<p>Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.</p>	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures (Kagan, etc.) and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Teacher leaders have been trained to be building experts and are available to facilitate collaboration in classrooms.		
<p>Objective 2: Increase the math achievement scores from 44% in 2022 to 50% in 2023 as measured by the proficiency/benchmark scores.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p>	<p>Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.</p>	<p>All Dixie teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.</p>	<p>CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KSCD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.</p>	
		<p>Use assessment evidence (data) to inform what comes next for individual students and groups of students.</p>	<p>ILTs will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.</p>	<p>AT and teachers will work together to analyze student work, CERT and ACT data, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, reteaching, and reassessment.</p>	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE English teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<u>KCWP 5: Design, Align, and Deliver Support</u>	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmark for Reading or have essential skill deficits in content classes will be identified. These students will be classified as Tier 1, Tier 2, or Tier 3 and given appropriate data-based interventions.	Courses designed for interventions in English I and English II have been established and are being utilized. AT and counselors review progress data from these intervention courses and regular English courses toward the end of each trimester to determine who has been successful enough to be removed from intervention courses and who is struggling enough with essential skills and standards and needs to move into an intervention course.	
		Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	On a regular basis student progress will be monitored by a school intervention team that consists of teachers, counselors, and administrators to	MTSS will meet bi-weekly, PBIS monthly, and RBTL bi-weekly. Committees will meet regularly to discuss student needs for interventions.	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.</p>	<p>Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.</p>	<p>AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly. AT will will support ILTs with job embedded training and feedback to ensure PRIDE time is effectively utilized.</p>	
	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed</p>	<p>Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.</p>	

Goal 1: Increase the reading achievement scores from 49% in 2022 to 67% in 2025 and the math achievement scores from 44% in 2022 to 64% in 2025 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			teaching and decisions based on evidence.		
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures (Kagan, etc.) and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	

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

Goal 2 (State your science, social studies, and writing goal.): <i>Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the science achievement scores from 14% in 2022 to 19% in 2023 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, reteaching, and reassessment	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between	All CORE Science teachers are organized into ILTs to discuss student achievement	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment.	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		lessons, curriculum, and assessments.	and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<u>KCWP 2: Design and Deliver Instruction</u>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	data from student assessments. All Dixie teachers will have multiple training sessions on collaborative structures (Kagan, etc.) and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support after weekly student data (formative, summative, and interim) review.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly.	
		Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL	EL teacher provides ongoing support for EL students in the content	AT will meet with Science ILTs periodically to determine what	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students in the Science content areas.	areas. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.	resources are needed and AT will work to acquire those resources. AT will meet with Science ILTs to review data and determine next steps.	
Objective 2 Increase the social studies achievement scores from 38% in 2022 to 42% in 2023 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.</p>	<p>below proficiency standards.</p> <p>All CORE Social Studies teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.</p>	<p>use PRIDE time for supports, reteaching, and reassessment</p> <p>AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.</p>	
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.</p>	<p>Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.</p>	
		<p>Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular</p>	<p>Regular (monthly or weekly) walkthroughs by AT to provide</p>	<p>Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.</p>	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		adjustments when students fail to meet mastery.	instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.		
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures (Kagan, etc.) and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
	<u>KCWP 5: Design, Align, and Deliver Support</u>	Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support after weekly student data (formative, summative, and interim) review.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly.	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			sense they need help with skills and/or standards.		
		Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL students in the social studies content areas.	EL teacher provides ongoing support for EL students in the content areas. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.	AT will meet with Social Studies ILTs periodically to determine what resources are needed and AT will work to acquire those resources. AT will meet with Social Studies ILTs to review data and determine next steps.	
<p>Objective 3 Increase the writing achievement scores from 39 in 2022 to 42% in 2023 as measured by the proficiency/benchmark scores.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p>	<p>Ensure writing curriculum is vertically and horizontally aligned to the Kentucky Academic Standards and that curricular alignment reviews are an ongoing action of the PLC's planning process</p>	<p>Writing will be integrated across all the content areas and grade levels. Students will write for a variety of genres including literary/narrative, opinion/argumentative, and informational. Writing practices will focus on standards based writing assignments that emphasize key writing features.</p>	<p>Weekly ILT meetings. Walkthrough data. AT will work with PLC's regularly to discuss opportunities to include opportunities for writing in the content areas.</p>	
		Utilize knowledge of best practice/high yield instructional	Students will produce at least one	Weekly ILT meetings with minutes.	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies to aid in curricular adjustments when students fail to meet mastery.	substantiation writing product in all English and social Studies classes per trimester. Department heads will conduct periodic writing reviews to evaluate student samples using the common and approved rubric.	AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.	
		Ensure that formative assessment practices allow students to understand their path towards mastering the writing standards.	Frequent formative assessments of student writing will be used to inform instruction and feedback. Through PLC work, common assessments will be created to provide data within departments to gauge writing efficiency.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.	
	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery or standard.	Explicitly teach appropriate writing strategies throughout all courses and areas of study. Specifically promote and utilize the district approved CAT model for effective lead paragraph	Implementation of the Writing Policy. Adjustment of curriculum maps in all subject areas to show the addition of writing prompts. AT will meet regularly during ILT meetings to aid in curricular adjustment.	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.</p>	<p>development and the TECCEC model for effective body paragraph development.</p> <p>Teachers calibrate their evaluation of student writing to Kentucky Writing Standards using the Kentucky On-Demand Writing Rubric in PLCs and/or ILTs focused on writing. PLC/ILT practices include identifying student strengths, weaknesses, and next-steps for developmental improvement. Students receive consistent and timely standards-based feedback toward improvement from teachers and peers and engage in self-assessment and self-reflection.</p>	<p>Implementation of the Writing Policy. Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.</p>	
Objective 4: Ensure all students are performing at	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Anticipation Guide: To require students to assess their level of	Reads a list of true-false statements	AT and teachers will work together to analyze student work, common	

Goal 2 (State your science, social studies, and writing goal.): *Increase the science achievement scores from 14% in 2022 to 30% in 2025, the social studies achievement scores from 38% in 2022 to 50% in 2025, and the writing achievement scores from 39% in 2022 to 50% in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
high levels in the state accountability system by increasing our social studies proficiency index from 10% in 2022 to 20% for English Learner Including Monitored students in special education in 2023.	<u>Classroom Activities</u>	content understanding prior to reading a text. Individual reading/writing, interactive small group, whole class instruction	and completes the “you” column in the guide with a personal opinion of the truth value of the statement Shares answers within a small group and justifies the choices Reads the text Amends the guide by changing information or adding new information learned from the text.	assessment data, and district common assessment data to determine skill deficits and progress.	

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: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from <1% in 2022 to 25% for students in special education in 2023.	<u>KCWP 1: Design and Deploy Standards</u>	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All Math and Math collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations)	ILT meeting agendas, curriculum maps review	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when student fail to meet mastery	In order to provide equitable access to all students, ILT's will examine instructional strategies to improve student understanding during their monthly meetings.	ILT Meetings, Department meetings	
	<u>KCWP 2: Design and Deliver Instruction</u>	Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and content assignments are aligned to allow the collaborators to	Master schedule, ILT meeting minutes,	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			focus/specialize in math. A schedule is created that allows SPED teachers to be in class with their students, better ensuring students access to a collaborator familiar with the subject matter and student deficits.		
		Provide student support systems to improve student learning.	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all students who need help. Enrichment classes will be utilized for SPED students not identified with a disability in math who are showing deficiencies when looking at common assessment scores.	Master Schedule, PRIDE interventions, Adult Advocacy Meetings	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based	PD Plan, ILT Meeting agendas	

KCWP 4: Review, Analyze, and Apply data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			instruction, accountability, diversity, differentiation, and continuous assessments.		
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	Teachers will utilize formative assessments to determine student understanding and instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, ILT Meetings, Essential Standards review and updated, grade reports	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.	Students not at Math proficiency in 9th and 10th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, CCXR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Evidence Based practice, Classroom progress, RBTL, CERT, Delta Math, Progress Monitoring Data.	
Objective 2: Ensure all students are performing at high levels in the state accountability system by	<u>KCWP 1: Design and Deploy Standards</u>	Assess with formative and summative assessment that are aligned to the standards and learning targets.	All English and English collaborative teachers will have the opportunity to meet	ILT meeting agendas, curriculum maps review	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>increasing our reading proficiency index from 5% in 2022 to 31% in 2023 for special education students.</p>			<p>on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations)</p>		
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>In order to provide equitable access to all students, ILT's will examine instructional strategies to improve student understanding during their monthly meetings.</p>	<p>ILT Meetings, Department meetings</p>	
	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>Increase collaboration in deconstructing standards and developing congruent learning targets.</p>	<p>The Special Education caseload and content assignments are aligned to allow the collaborators to focus/specialize in English. A schedule is created that allows SPED teachers to be in class with their students, better ensuring students access to a collaborator familiar with the subject matter and student deficits.</p>	<p>Master schedule, ILT meeting minutes,</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide student support systems to improve student learning.	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all students who need help. Enrichment classes will be utilized for SPED students not identified with a disability in English who are showing deficiencies when looking at common assessment scores.	Master Schedule, PRIDE interventions	
	<u>KCWP 4: Review, Analyze, and Apply data</u>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	PD Plan, ILT Meeting agendas	
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	Teachers will utilize formative assessments to determine student understanding and instructional strategies. ILT's will utilize some	Develop and Implement Common Assessments, ILT Meetings, Essential Standards review and updated, grade reports	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			common formative assessments to determine specific student learning gaps.		
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students not at Math proficiency in 9th and 10th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, CCXR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Evidence Based practice, Classroom progress, RBTL, CERT, Read 180, Progress Monitoring Data.	
Objective 3: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from <1% in 2022 to 10% in 2023 for English Learner Including Monitored students in 2023.	<u>KCWP 3: Design and Deliver Assessment Literacy Classroom Activities</u>	Anticipation Guide: To require students to assess their level of content understanding prior to reading a text. Individual reading/writing, interactive small group, whole class instruction	Reads a list of true-false statements and completes the "you" column in the guide with a personal opinion of the truth value of the statement Shares answers within a small group and justifies the choices Reads the text Amends the guide by changing information or adding new information learned from the text.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and progress.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Peer-Assisted Learning Strategies: Peer instruction in specific reading strategies. Teaches students the processes and routines needed to tutor each other in three reading strategies: retelling (sequencing information), paragraph shrinking (generating main idea statements), and prediction relay (generating and evaluating predictions). May use sentence frames as scaffolds for each strategy, Pairs students according to language and/or reading proficiency levels Assigns one student as the Coach and the other as the Reader Provides appropriate texts to involve students in 3 to 4 tutoring sessions per week up to a total of 90 minutes per week</p>	<p>Works with a partner to correct reading errors, award points for correct responses, and provide encouragement and feedback.</p>	<p>AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and progress. We will use Read 180 SRI assessments to set a baseline and measure growth.</p>	
<p>Objective 4: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 10% in 2022 to 20% for English Learner Including Monitored students in 2023.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>Varied Presentation Formats. To match the content and language input to student needs. Uses a variety of formats to present new information to students Decides on an appropriate format by considering the nature of the content and the language proficiency levels of the students</p>	<p>Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.</p>	<p>AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and progress.</p>	

4: English Learner Progress

Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2022 to 15% in 2025 and increase the number of EL students who make one year's worth of growth from 15% in 2022 to 30% in 2025 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the number of EL students who score proficient or above from <1% in 2022 to 5% in 2023 as measured by the ACCESS for ELLs English Language Proficiency Test.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p>	<p>Ensure all teachers can identify their EL students and know their English proficiency levels.</p>	<p>All DX teachers will attend a PD in which they learn to identify their EL students in IC and how to apply the KCSD EL Toolkit to differentiate their lessons in order to reach their EL populations.</p>	<p>PD in 1st trimester, with refresher during the 2nd and 3rd trimesters. ILT meetings, Progress monitoring by EL teacher.</p>	
		<p>Ensure all teachers have access to the KCSD EL Toolkit.</p>	<p>Teachers will utilize the EL Toolkit as a basis for planning differentiated lessons with appropriate products and tasks that EL students can successfully complete.</p>	<p>PD, ILT meetings, Progress monitoring by EL teacher</p>	
	<p><u>KCWP 4: Review, Analyze, and Apply data</u></p>	<p>Review each student's ACCESS report from the previous year to see scores in each domain - listening, writing, reading, and speaking. Students' scores will help to guide instruction</p>	<p>EL Teacher will structure class activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test.</p>	<p>Progress monitoring by EL teacher of each student's progress. EL teacher will use formative and summative assessment data to track student progress towards English proficiency</p>	
		<p>Ensure EL students have multiple opportunities to participate in</p>	<p>EL Teacher will structure class</p>	<p>Progress monitoring by EL teacher of each student's progress. EL teacher</p>	

Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2022 to 15% in 2025 and increase the number of EL students who make one year's worth of growth from 15% in 2022 to 30% in 2025 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		activities that mimic the ACCESS test (all domains: listening, reading, speaking, writing)	activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test. English proficiency	will use formative and summative assessment data to track student progress towards English proficiency	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual EL students are struggling with in an effort to provide targeted support after weekly student data is reviewed (formative, summative, and interim) review.	Enrichment/Intervention time is built into the schedule as PRIDE. The EL Teacher will be able to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly.	
	<u>KCWP 2: Design and Deliver Instruction</u>	EL teacher will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers.	EL teacher will meet with ILTs to guide them in how to best modify assignments that are standards-based and at the appropriate English proficiency level of the students.	Master schedule, ILT meetings	

Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2022 to 15% in 2025 and increase the number of EL students who make one year's worth of growth from 15% in 2022 to 30% in 2025 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments to ensure EL students are mastering content.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	PD Plan, ILT Meeting agendas	
Objective 2 Increase the number of EL students who make one year's worth of growth from 15% in 2022 to 20% in 2023 as measured by the <i>ACCESS for ELLs English Language Proficiency Test</i> .	<u>KCWP 1: Design and Deploy Standards</u>	Ensure all teachers can identify their EL students and know their English proficiency levels.	All DX teachers will attend a PD in which they learn to identify their EL students in IC and how to apply the KCSD EL Toolkit to differentiate their lessons in order to reach their EL populations.	PD in 1st trimester, with refresher during the 2nd and 3rd trimesters. ILT meetings, Progress monitoring by EL teacher. EL Monitored students will receive needs based interventions during PRIDE time to measure mastery of standards.	
		Ensure all teachers have access to the KCSD EL Toolkit.	Teachers will utilize the EL Toolkit as a basis for planning differentiated lessons with appropriate products and tasks that EL students can successfully complete.	PD, ILT meetings, Progress monitoring by EL teacher	

Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2022 to 15% in 2025 and increase the number of EL students who make one year's worth of growth from 15% in 2022 to 30% in 2025 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><u>KCWP 4: Review, Analyze, and Apply data</u></p>	<p>Schedule all newcomers into the EL LifeSkills class to start introducing them to the English language. Schedule 2nd & 3rd year students into the EL Strategies class to continue to provide specific supports in increasing their English proficiency</p>	<p>Students will have access to lessons, activities, and programs specially designed to increase their English proficiency with the structured support of an EL certified teacher.</p>	<p>Master schedule Progress monitoring by EL teacher of each student's progress.</p>	
		<p>Review each student's ACCESS report from the previous year to see scores in each domain - listening, writing, reading, and speaking. Students' scores will help to guide instruction.</p>	<p>EL Teacher will structure class activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test.</p>	<p>Progress monitoring by EL teacher of each student's progress. EL teacher will use formative and summative assessment data to track student progress towards English proficiency. EL Monitored students will receive needs based interventions during PRIDE time to measure mastery of standards.</p>	
		<p>Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual EL students are struggling with in an effort to provide targeted support after weekly student data is reviewed (formative, summative, and interim) review.</p>	<p>Enrichment/Intervention time is built into the schedule as PRIDE. The EL Teacher will be able to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they</p>	<p>AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly.</p>	

Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2022 to 15% in 2025 and increase the number of EL students who make one year's worth of growth from 15% in 2022 to 30% in 2025 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 2: Design and Deliver Instruction</u>	EL teacher will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers.	sense they need help with skills and/or standards. EL teacher will meet with ILTs to guide them in how to best modify assignments that are standards-based and at the appropriate English proficiency level of the students.	Master schedule, ILT meetings	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments to ensure EL students are mastering content.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	PD Plan, ILT Meeting agendas	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): *Increase the school climate index score achievement scores from 69.6 in 2022 to 75.0 in 2025, and the school safety index score from 64.9 in 2022 to 70.0 in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><i>Objective 1: Increase the school climate index score achievement scores from 69.6 in 2022 to 71.4 in 2023 as measured by the proficiency/benchmark scores.</i></p>	KCWP 1: Design and Deploy Standards	Prioritize more tier 1 behavior support throughout our classes and SEB Block. Utilizing School Connect to provide intentional evidence based SEB lessons that are grade specific.	Reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	
	KCWP 6: Establishing Learning Culture and Environment	Adult Advocacy meetings: Every student will be assigned an adult advocate and will have scheduled progress checks to discuss transition readiness, on-track to graduate, extra-curricular participation, behavior, and attendance.	Improved participation, reduction in credits lost, Reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provides necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	
<p><i>Increase the school safety index score from 64.9 in 2022 to 66.6 in 2023 as measured by the proficiency/benchmark scores.</i></p>	KCWP 2: Design and Deliver Instruction	Restorative Active Supervision: Faculty will actively supervise all areas (bathrooms, hallways, commons, etc) With a focus on positive (PBIS) interactions with ALL students. Will incorporate the EHall Pass system to monitor who is out of class.	Significant reduction in reported conflicts, reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provides necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment	

Goal 5 (State your climate and safety goal.): *Increase the school climate index score achievement scores from 69.6 in 2022 to 75.0 in 2025, and the school safety index score from 64.9 in 2022 to 70.0 in 2025 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 77.3% in 2022 to 85% by 2024 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Collaborate to increase the percentage of students who are college and/or career ready from 77.3% in 2022 to 80.0% by 2023 as measured by the Kentucky School Report Card.</p>	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p>	<p>Students in 9-11th grade will have access to the CERT Program for practice ACT tests and tutorials. ACT will be given 10th, 11th, &12th grade. KYOTE will be available for 11th and 12th graders. Teachers have access to student results to utilize information to assist in instructional practices.</p>	<p>Trimester CERT data collection, lesson plans. ILT data analysis, and KCSD Common assessment results.</p>	
	<p><u>KCWP 1: Design and Deploy Standards</u></p>	<p>Project Lead the Way: Increase career pathways offerings by utilizing PLTW to certify teachers.</p>	<p>Increased offerings and student participation in CTE pathways.</p>	<p>Master Schedule, College and Career Readiness counselors monitoring student track.</p>	
<p>Objective 2: Collaborate to increase the percentage of English Learner Plus Monitored students who are college and/or career ready from 20% in 2022 to 33.0% by 2023 as measured by the Kentucky School Report Card.</p>	<p><u>KCWP 5: Design, Align and Deliver Support</u></p>	<p>Ensure effective communication, in a variety of languages to guide instructional planning, student grouping, etc.</p>	<p>Using information presented in multiple languages, Dixie Heights parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, College/Career Coach, Guidance and Advisement days,</p>	<p>Administration and College and Career Readiness counselors monitoring student track, participation in programs, and parent attendance at events.</p>	

Goal 6 (State your postsecondary goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 77.3% in 2022 to 85% by 2024 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			administrative communications via; twitters, emails, blogs and newsletters.		

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): *Collaborate to increase the average freshman graduation rate from 95.4% in 2022 to 96.4% by May 2025 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Collaborate to increase the average freshman graduation rate from 95.4% in 2022 to 95.9% by May 2023 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.</p>	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p>	<p>School Counselor staff will visit with PRIDE groups for career/academic advising. This may include discussions of ILP, career pathways, ACT scores, and financial aid information. School Counselors will offer various workshops for career and academic information.</p>	<p>ILP, Guidance Website</p>	
		<p>Ensure communication with Stakeholders regarding academic planning.</p>	<p>The faculty will communicate regularly with stakeholders using the academic support process, guidance counselor advice, direct parental contacts, and Infinite Campus parent/student portal.</p>	<p>PLP, IC portal, progress reports, Guidance/Advisement</p>	
	<p><u>KCWP 5: Design, Align and Deliver Support</u></p>	<p>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement</p>	<p>Students not at Math or English proficiency in 9th-12th grade will be identified receive targeted interventions that may include:</p>	<p>PLC, MTSS, RBTL</p>	

Goal 7 (State your graduation goal.): *Collaborate to increase the average freshman graduation rate from 95.4% in 2022 to 96.4% by May 2025 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.		
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	
		Create and monitor a "Watch List" for students performing below proficiency.	Utilizing the district approved prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student.	RBTL, MTSS, RTI, PBIS	

8: Other (Optional)

Goal 8 (State your separate goal.):Improve upon instructional feedback and coaching given to teacher from administrative team from 51% favorable responses in2022 to 75% favorable responses by 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve upon instructional feedback and coaching given to teachers from the administrative team from 51% favorable responses in2022 to 66% favorable responses by 2023.	<u>KCWP 6: Establishing Learning Culture and Environment</u>	District CIA trainings on improving instructional feedback	Monthly Team Leader meetings to get feedback	Monthly tracking of administrator documenting PPR walks.	
		PLC discussion quality instruction in their weekly Instructional Learning Team meetings	Monthly team leader meetings to get feedback, minutes from agendas showing instructional strategies discussed.	ILT Minutes, Team Leader Meetings	
		Administrative team will perform walkthroughs together to assure consistent feedback.	School developed staff survey.	Monthly tracking of administrator PPR walks.	

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response: <i>School leadership has put an emphasis on teacher training to address the needs of our English Learner including Monitored students. This subgroup of our population scored substantially lower than the school as a whole. Dixie Heights has adjusted our schedule to immerse EL students in a general classroom with a co-teaching model. Our core content teachers will collaborate directly with our EL teachers to provide rigorous instruction that meets the needs of the student while moving them towards mastery of the standards. To facilitate this collaboration between content and EL teachers, all members of our instructional staff are required to sit down with their collaborative teams and review each of their student's Personal Learning Plan (PLP). All teachers will receive training on utilizing the evidence based strategies included in the Kenton County School District English Language Development Handbook to meet these identified needs. The focus of this training will be to actively connect students to the content and provide them a variety of opportunities to demonstrate learning. A member of our administration team, with an EL background, has been assigned the primary responsibility of monitoring, checking progress, and facilitating the work between our content and EL teachers. In addition this administrator will act as a liaison to the EL Coordinator at the Kenton County School District.</i></p>
<p>Identification of Critical Resources Inequities:</p>
<p>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.</p> <p>Response: The Kenton County School District has created a systematic approach to reviewing all instructional materials to ensure they meet the requirements set by the Kentucky Department of Education to be considered "high quality instructional resources". Beginning with English, Dixie Heights will send a teacher and collaborator as representatives on the district wide curriculum committee. This will be a collaboration of all three high schools and district level consultants to identify high quality resources that provide equity in education to all of our students, English Learners included. At the school level, our EL educators have collaborated with content teachers to identify instructional resource gaps that create an obstacle for our EL students. The SBDM has committed to working with each department to provide necessary support for the purchasing of high quality resources.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>

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: In collaboration with our Multi-Tiered Support Systems team, our Reducing Barriers to Learning team (RBTL), our content specific ILT's we've worked to create a more immersive and inclusive environment. All of our EL students and teachers are working in collaboration with the general content classes, not independently. Utilizing job embedded EL training, stakeholder surveys, and an intentional focus on collaboration we will be able to maintain an accurate read on the pulse of our EL students. Data will be reviewed by our core MTSS team every 6-8 weeks.

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: After a thorough review of this year's academic and non-academic data we've identified several areas of focus for our English Learner Including Monitored population. From our KSA results we've identified social studies, reading, and writing as areas of concern. In addition, we've identified an unacceptable gap in the transition readiness of this sub group. To address the academic gaps we've turned to The GO TO Strategies Project. This initiative is an outcome of the Project EXCELL professional development delivered to the NKCS teachers. It was designed to be used as a resource by general education teachers of English language learners (ELLs), ELL teachers, special education teachers, principals, and other supervisors overseeing the instruction of diverse groups of students in North Kansas City Schools and elsewhere. Strategies were chosen as the focus of this project because of their usefulness in helping teachers to scaffold content and language input to children in the process of learning English as a new language. To increase EL transition readiness pathway, we've sent our CCR Coordinator to the Association of Career and Technical Education national conference to attend two EL centered workshops: "Breaking Down Barriers to Equity & Inclusion: Helping Immigrants and Refugees Access CTE and Career Training Tracks" and "Immigrant Inclusion in CTE and Apprenticeship Programs (IAED)". Our RBTL/MTSS teams will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provides necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, and drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports. These structures in collaboration with our CCR Coordinator will monitor the implementation and effectiveness of these evidence based practices.

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
The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12	Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316. Available online at www.cal.org/excell .	

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.	<input type="checkbox"/>
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Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316. Available online at www.cal.org/excell.

Dixie Heights will be using school improvement funds and job-embedded training to purchase and implement The GO TO strategies: Scaffolding Options for Teachers of English Language Learners, K-12. The study cited above was reviewed by the Kenton County School District EL consultants, the Dixie Heights curriculum committee, and our EL and English collaborative teams. Based on the feedback from these sources, our administration made the recommendation to select this intervention. This study was conducted and strategies developed as part of Project EXCELL (Exceptional Collaboration for English Language Learning). The Five research-based principles of second language instruction form the basis for the education of English language learners in grades PreK – 12 and for the strategies described in this document:

Principle 1: Focus on academic language, literacy, and vocabulary: Teach the language and language skills required for content learning.

Principle 2: Link background knowledge and culture to learning: Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.

Principle 3: Increase comprehensible input and language output: Make meaning clear through visuals, demonstrations, and other means and give students multiple opportunities to produce language.

Principle 4: Promote classroom interaction: Engage students in using English to accomplish academic tasks.

Principle 5: Stimulate higher order thinking and the use of learning strategies:

This intervention and strategies will be implemented as a way for teachers to adequately scaffold instructional materials to allow EL students to be successful while immersed in the general content classes. These strategies will be implemented into the lesson design conducted by our Individual Learning Teams (ILT). These teams are made up of general content, special education, and EL teachers. Each ILT will review each students Personal Learning Plan (PLP) and use the information learned to scaffold lessons to meet our EL students where they currently are. Students are identified as; Entering, Emerging, Developing, Expanding, and Bridging. We will use The GO TO Strategies Matrix to identify which strategies work best with each level of student. These evidence based strategies will be incorporated into the general content classrooms. Student progress will be monitored through our recursive data process involving analysis of achievement by student, by teacher, and by standard. Students that do not make the expected progress will be identified in our MTSS system and pulled during our PRIDE RTI time to receive more intense interventions. Based on our review of the evidence and the

data for our school, we believe that this is Level I evidence because it is used as a study design that collects evidence based strategies and the population studied overlapped both the setting and population of our school.