



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09272022_09:44

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Simon Kenton High School
Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
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.
Craig Reinhart, September 27, 2022



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2022-23 Phase One: Executive Summary for Schools

Simon Kenton High School
Craig Reinhart
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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?

Simon Kenton is a four-year public high school serving the City of Independence and surrounding areas of Southern Kenton County. The school population has grown steadily, with enrollment of just less than 1900 students. We also service 15 accelerated math students from our feeder middle schools. Demographically, 4.1% of our students identify as two or more races, 4% of our students identify as Hispanic/Latino, 2.2% identify as Black/African American, 1.7% identify as Asian, and less than 1% identify as American Indian or Alaskan Native. The staff at Simon Kenton is proud to serve the students in our community and strive to provide a world-class education to our students.

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.

The goals of Simon Kenton High School are to have an attendance rate of 96.25% and to have all of our graduating seniors qualify as transition ready by the time of graduation, per our CBAS model. We provide high-quality, equitable education programs. Many students take advantage of our Advanced Placement and Honors courses. Students are able to pursue a variety of programs at Simon Kenton, including our IGNITE program, NKU Young Scholar's Program, Dual Credit Courses at NKU, Thomas More, Morehead State, Kentucky State, Cincinnati State, and Gateway Technical and Community College. Pathways such as aviation, welding, auto body, auto repair, electrical engineering, and a variety of other programs are also available through these partnerships.

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.

Some notable areas of improvement include aligning scheduling more effectively with the needs of our students. We previously had leveled courses for English and have adopted a more integrated approach of providing tier 1 supports as needed in all classes. This was a measure we took to promote equity among the student population's exposure to rigorous coursework. Our schedule also helps to facilitate common planning within ILT groups, including collaborative special education

teachers. Our next major step for improvement is to ensure all coursework is at the appropriate grade-level standard to promote mastery of standards. This will be accomplished through our PLC/ILT structure.

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.

Our area for TSI is special education achievement. We began to address structural issues within the special education arrangements during the 21-22 school year and are implementing plans to address this achievement data. One area school leadership began to address last year was the level of expectations and rigor for students with disabilities. As previously mentioned, we had a structure in place that leveled English courses which has been changed to allow for tier 1 instruction as needed within non-leveled courses. We have also implemented ILT structures where the collaborating special education teacher plans with the content area teacher and specifically develops plans with them to address gaps in mastery of content. Additionally, as a response to this TSI data, we are focusing PLC training on providing rigorous coursework at the appropriate level required by the standard with all teachers, regular and special education.

Additional Information

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

I am extremely positive about the direction we are heading with the changes we have made.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09272022_09:38

2022-23 Phase One: School Safety Report

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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. 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_08:57

2022-23 Phase Two: The Needs Assessment for Schools

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Craig Reinhart
11132 Madison Pike
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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.

We have several groups that have provided input and analysis on the needs assessment for this year. The administrative team of the principals, assistant principals, an guidance counselors is one group. The group of department chairs/ department curriculum leads has provided input for the needs assessment on a continuous basis. Each instructional leadership team (ILT) has provided input towards this needs assessment. Parents have provided input through informal contacts and through surveys provided.

A timeline of the process, in general, is that teachers continuously review student performance data in their ILT meetings. This work is supported by the administrative team. Department chairs meet with administration on a regular basis to review trends. Data regarding grades, attendance, and behavior is shared quarterly with SBDM. Data regarding behavior is shared weekly with all stakeholders through a parent and staff message.

Assessment data is reviewed when ninth grade students take the CERT assessment in the fall and spring, when 10th and 11th grade students take the CERT assessment in the fall and the ACT in the spring, and as 11th and 12th grade students take KYOTE assessments for college readiness.

KSA data is reviewed by administration when it becomes available to them. This data is presented to teachers through the use of professional learning communities (PLCs). Teachers are asked to identify areas of strength and weakness and to examine their current strategies to determine what has been effective and what may need to be put in place to increase student outcomes.

MTSS data is reviewed according to windows as prescribed by interventions. This addresses the needs of our students who may have a skill deficit that is not serviced solely through the use of tier 1 instruction. Additionally, this helps to track interventions with students who have not yet transition readiness indicators. This data is reported to all stakeholders weekly, and each student will have three individual student conferences about their progress towards transition readiness annually, with the report sent home to inform parents on their status.

PLC proceedings are documented through the PLC Google Classroom 21-22 and through the PLC Schoology Group 22-23 (platform change). ILT agendas and minutes are documented with each assistant principal who works as a member of the ILT. SBDM minutes are documented through the standards meeting process and are posted to the school website once approved. Communication with stakeholders is provided to all parents, students, and staff weekly through the Infinite Campus Messenger System.

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?

Simon Kenton is in the middle of a multi-year transition to a school that implements ILT structures. Beginning in 22-23, we have these in place and functioning at a high level. There is still work to be done on this aspect, and this year we have begun to implement frequent in-house common assessments within each team.

Other strategies included a re-structuring of our special education team to align service providers and case managers to more efficiently serve student needs.

The work from last year's CSIP has helped the structure of our school so we are in a good position to continue to serve student needs.

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.

All Students

- Our reading goal was to improve from 43.9% to 72%. We improved our previous scores and had a reading index of 68.2. However, this fell short of our goal.
- Our math goal was to improve from 40.4% to 70%. We improved our previous scores and had a math index of 62.4. However, this fell short of our goal.
- Our science goals was to improve from 33.1% to 67%. We improved slightly in this area and had a science index of 37.3.
- Our writing goal was to improve from 70.8% to 84.9%. We declined in this area and had a writing index of 70. However, this score does land us in the top 25% of Kentucky high schools.

Students with Disabilities (SWD)

- Our reading goal for SWD was to improve from 15.7% to 57%. We improved slightly in this area and had a reading index of 23.4 but fell short of our goal.
- Our math goal for SWD was to improve from 25.5% to 62.5%. We improved slightly in this area and had a math index of 28.8.

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.

KSA Data*

- Math Index: 62.4 (54th of 229 high schools).
 - SWD Math Index: 28.8 (30th of 82 high schools)

- Reading Index: 68.2 (62nd of 229 high schools)
 - SWD Reading Index: 23.4 (60th of 95 high schools)
- Science Index: 37.3 (85th of 229 high schools)
 - SWD Science Index: 20.1 (12th of 48 high schools)
- Social Studies Index: 54.3 (80th of 229 high schools)
 - SWD Social Studies Index: 26.1 (32nd out of 75 high schools)
- Writing Index: 70 (55th of 229 high schools)
 - SWD Writing Index: 38.6 (12th of 55 high schools)

ACT Data*

- English Average Score 19.1 (38th of 273 high schools)
- English Percent at Benchmark 57% (37th of 275 high schools)
- Reading Average Score 19.9 (52nd of 273 high schools)
- Reading Percent at Benchmark 49% (68th of 276 high schools)
- Math Average Score 18.6 (45th of 274 high schools)
- Math Percent at Benchmark 36% (49th of 276 high schools)
- Science Average Score 19.3 (52nd of 274 high schools)

Graduation Rate*

- Four-year Graduation Rate 95.9% (52nd of 229 high schools)
- Five-year Graduation Rate 96.6% (77th of 229 high schools)

Climate Survey Index*

- Index 68.3 (40th of 229 high schools)

Safety Survey Index*

- Index 64.7 (26th of 229 high schools)

* All data comes from the Kentucky School Report Card Research Data. The number of high schools varies because some have data that is suppressed based on the lack of sufficient numbers of students or lack of sufficient numbers in a sub-group.

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.

There are two areas of weakness identified by the KSA/ACT data.

- Students with disabilities scored lower than all students.
 - Math SWD Index: 28.8 (62.4 for all students)
 - Reading SWD Index: 23.4 (68.2 for all students)
 - Science SWD Index: 20.1 (37.3 for all students)
 - Writing SWD Index: 38.6 (70 for all students)
 - Social Studies SWD Index: 26.1 (54.3 for all students)
- Our students scored comparatively low on the science KSA.
 - KSA Science Index: 37.3 (85th of 229 high schools)

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.

There are several areas where our students demonstrated strengths:

- Math and Writing KSA had an index of 62.4 and 70 respectively, which is in the top 25% of state high schools.
- English ACT had an average score of 19.1 and 57% of students scoring at benchmark. Both of these numbers are top 15% in the state. (38th of 273 and 37th of 275, respectively)
- Reading ACT had an average score of 19.9, with 49% of students scoring at benchmark. Both of these numbers are top 25% in the state. (52nd of 273 and 68th of 276, respectively)
- Math ACT had an average score of 18.6 with 36% of students scoring at benchmark. Both of these numbers are top 20% in the state. (45th of 274 and 30 of 276, respectively)
- Science ACT had an average score of 19.3. This number is in the top 20% of the state. (52nd of 274)
- Our graduation rate continued at a high level with the four-year and five-year rates at 95.9% and 96.6%, respectively.
- Student surveys on climate and safety indicate we have a good climate and students feel safe. Our index for climate was 68.3, which is in the top 20% of

high schools in the state, and our safety index was 64.7, which is in the top 15% of high schools in the state.

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.

We will continue our focus on ILT work with respect to appropriate grade level, standards-based work.

We will continue to address the percent of SWD that are achieving proficiency,

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP School Key Elements 22-23		.

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>Our teachers in each curriculum area meet weekly in an ILT. During this time, they develop common assessments to be used and analyze data from these common assessments to adjust instruction.</p> <p>There are also professional development hours dedicated to aligning curriculum appropriately so that standards are addressed.</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>We have a process for PPR walks, where administrators visit each classroom monthly to assess to what extent high leverage practices of providing appropriate tasks for each student, students creating an individual product to show understanding, effective collaboration, and using student products to adjust instruction are taking place.</p> <p>We also have a district process to evaluate curriculum materials to ensure the elements of KCWP 2 are met.</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>Our district and school have adopted a CBAS accountability model including required state assessments, but also including district common assessments to assess mastery of standards.</p> <p>Our teachers are implementing common assessments in their ILT to adjust instruction.</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 look at data from MAP scores for incoming 9th grade students as part of our district prep/prep+ program as one component of course acceleration. We continually analyze in-house formative assessments in ILT groups. We analyze CERT and ACT data as these assessments are</p>

	completed. KYOTE test data and AP test data are also reviewed when available.
<p>KCWP 5: Design, Align and Deliver Support</p> <p>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>Student data is monitored through tier 1 instruction and assessment. When students are referred for extra support through our MTSS process, they are provided extra supports necessary to make progress in the curriculum or provided extra support with behavioral and Social Emotional needs.</p> <p>Student data is reviewed monthly by the administrative team and reviewed quarterly with all staff.</p> <p>Student progress towards transition readiness as defined by our CBAS model is also updated monthly and communicated to all stakeholders weekly. Each student has an individual conference regarding transition readiness with their adult advocate three times per year.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>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 school's main goals are attendance and transition readiness. Transition readiness focuses on the whole child with the learning community as integral partners. Students who struggle are supported throughout MTSS and RBTL process, and students with an identified disability are serviced through special education services which give them equal access to the curriculum.</p> <p>Additionally, our student rated our school very highly on the climate and safety surveys.</p> <p>For opportunity, we have many students participating in dual credit classes, including through our partnerships</p>

Key Elements of the Teaching and Learning Environment - School

	with Gateway, NKU, Cincinnati State, and other institutions to help with career pathway courses and college options.
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2022-23 Phase Two: School Assurances_10192022_08:47

2022-23 Phase Two: School Assurances

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Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
United States of America

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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 Plan_11162022_08:25

2022-23 Phase Three: Comprehensive School Improvement Plan

Simon Kenton High School
Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
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.

We will maintain our ILT process for school improvement. One additional area of need is vocabulary instruction. This will help all students to reduce novice performance, but will especially benefit our students with disabilities, which is our TSI group.

ATTACHMENTS

Attachment Name



CSIP Phase 3 22-23

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)
 CSIP Phase 3 22-23		.
 Research Review Narrative		.

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

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

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

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

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>By 2027, Simon Kenton will achieve a reading index of 84.1.</p> <p>By 2027, Simon Kenton will achieve a math index of 81.2.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, Simon Kenton will achieve a reading index of 71.3.</p>	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) English review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in English classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	English teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

<p>Goal 1 (State your reading and math goal.):</p> <p>By 2027, Simon Kenton will achieve a reading index of 84.1.</p> <p>By 2027, Simon Kenton will achieve a math index of 81.2.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		not master standards during instruction.			
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
<p>Objective 2</p> <p>By 2023, Simon Kenton will achieve a math index of 66.1.</p>	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) math review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in math classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Math teachers frequently review timelines and curriculum maps to ensure standards required in the	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

Goal 1 (State your reading and math goal.): By 2027, Simon Kenton will achieve a reading index of 84.1. By 2027, Simon Kenton will achieve a math index of 81.2.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		course are taught at appropriate levels.			
	KCWP 4: Review, Analyze, and Apply Data	Math teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2027, Simon Kenton will achieve a science index of 68.7.</p> <p>By 2027, Simon Kenton will achieve a social studies index of 77.2.</p> <p>By 2027, Simon Kenton will achieve a writing index of 85.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, Simon Kenton will achieve a science index of 43.6.</p>	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) science review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in science classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	Science teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

Goal 2 (State your science, social studies, and writing goal.):

By 2027, Simon Kenton will achieve a science index of 68.7.

By 2027, Simon Kenton will achieve a social studies index of 77.2.

By 2027, Simon Kenton will achieve a writing index of 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		not master standards during instruction.			
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
Objective 2 By 2023, Simon Kenton will achieve a social studies index of 58.9.	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) social studies review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None
	KCWP 2: Design and Deliver Instruction	Teachers in social studies classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within	Alignment of instruction observed	Frequency of walks where reading strategies are observed being taught/used.	None

Goal 2 (State your science, social studies, and writing goal.):

By 2027, Simon Kenton will achieve a science index of 68.7.

By 2027, Simon Kenton will achieve a social studies index of 77.2.

By 2027, Simon Kenton will achieve a writing index of 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		their content area to promote reading proficiency.	during instructional walks.		
	KCWP 4: Review, Analyze, and Apply Data	Social studies teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
Objective 3 By 2023, Simon Kenton will achieve a writing index of 73.	KCWP 1: Design and Deploy Standards	Instructional leadership teams in (ILTs) English review curriculum and ensure alignment to standards. ILTs create standards-based formative assessments on their content at least every other week.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration and district consultants review curriculum for standards through learning walks and attendance at ILT meetings to ensure work is provided at the level of rigor provided by the standards in each course.	Alignment of instruction observed during instructional walks.	Percent of PPR walks where the task is at the appropriate level required by the standard.	None

Goal 2 (State your science, social studies, and writing goal.):

By 2027, Simon Kenton will achieve a science index of 68.7.

By 2027, Simon Kenton will achieve a social studies index of 77.2.

By 2027, Simon Kenton will achieve a writing index of 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Teachers in English classes design formative assessments to measure mastery of the standards in their courses.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Teachers in all subject areas teach and use reading strategies within their content area to promote reading proficiency.	Alignment of instruction observed during instructional walks.	Frequency of walks where reading strategies are observed being taught/used.	None
	KCWP 4: Review, Analyze, and Apply Data	English teachers design formative assessments with their ILTs, assess students with these instruments, and use this data to provide interventions to students who do not master standards during instruction.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None
		Administration reviews district common assessment data and CERT data to determine trends and organizes professional learning for teachers to use this data to provide interventions with students.	Student proficiency on common assessments.	Data analysis from performance matters or another method for non-district common assessment as determined by the ILT.	None

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 By 2023, Simon Kenton will achieve a reading index of 33.4 for students with disabilities.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pay for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		taught and how mastery can be ensured.			standards deconstruction.
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.
Objective 2 By 2023, Simon Kenton will achieve a math index of 38.8 for students with disabilities.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pa for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being taught and how mastery can be ensured.	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on standards deconstruction.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.
Objective 3 By 2023, Simon Kenton will achieve a science index of 30.1 for students with disabilities.	KCWP 2: Design and Deliver Instruction	Teacher training in PLCs on vocabulary mastery and retention strategy.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used. (Not optional for district common assessments)	Possible need to purchase resources for vocabulary system.
		Teachers implement vocabulary strategies in a systemic manner across the curriculum.			Possible need for substitute teachers for release time so teachers can enhance their understanding of vocabulary system.
	KCWP 4: Review, Analyze and Apply Data	Disaggregate and analyze data from common assessments at each ILT meeting.	Student performance on biweekly common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	Possible need for substitutes or after school pa for teachers to receive additional training on Performance Matters.
		Develop strategies based on assessment results to target SWD.	Student performance on unit tests and quizzes.	Grades reports for SWD.	None
	KCWP 2: Design and Deliver Instruction	ILT creation of a common standards-based weekly lesson plan that addresses what standard is being taught and how mastery can be ensured.	ILT submission of lesson plan to administration.	Assessment of lesson plans by administration, department leadership, and district consultants.	Possible need for substitutes to allow teachers to work on standards deconstruction.
		Teacher visits to high-performing teachers to observe teaching of the standards in real time.	Teacher reflections of observations.	Use of strategies observed during visits to model teachers in classes.	Possible sub pay to allow teacher visits to take place.

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
By 2027, 80% of EL students will show growth from their prior year ACCESS scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, 70% of EL students will show growth from their 2022 ACCESS scores.	KCWP 2: Design and Deliver Instruction	Disaggregate common assessment data for EL students.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
		Use analysis of disaggregated data to target EL students through in-class interventions.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
	KCWP 3: Design and Deliver Assessment Literacy	PLCs to familiarize teachers with the EL handbook.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Integration of strategies from the EL handbook	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
	KCWP 1: Design and Deploy Standards	Identification of EL students and current level of performance with teachers during PLCs.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Highlight best practices from EL handbook to work with EL students.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
Objective 2 By 2023, 25% of EL students will earn a qualifying score on attainment level.	KCWP 2: Design and Deliver Instruction	Disaggregate common assessment data for EL students.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None
		Use analysis of disaggregated data to target EL students through in-class interventions.	Student performance on common assessments.	Performance Matters reports and/or data disaggregation done by the teacher/ILT if Performance Matters is not used.	None

Goal 4 (State your English Learner goal.):					
By 2027, 80% of EL students will show growth from their prior year ACCESS scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	PLCs to familiarize teachers with the EL handbook.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Integration of strategies from the EL handbook	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
	KCWP 1: Design and Deploy Standards	Identification of EL students and current level of performance with teachers during PLCs.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None
		Highlight best practices from EL handbook to work with EL students.	Observations of strategies shared being used in class.	PPR walk data from classes with EL students.	None

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <p>By 2027, African American students and students who identify as two or more races will score the school at an index of 70 on the question of “students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability).</p> <p>By 2027, all students will score the school at an index of 78 on the question of “The consequences for breaking school rules are the same for all students.”</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, African American students and students who identify as two or more races will score the school at an index of 47 on the question of “students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability).</p>	KCWP 6: Establishing Learning Culture and Environment	Staff members engage in discussion with diversity club.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Information from diversity club shared with staff members.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
	KCWP 3: Design and Deliver Assessment Literacy	Counselors publish lessons for teachers to enact with their students.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Follow up survey with students on what they have learned.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
	KCWP 5: Design, Align and Deliver Support Processes	PLC to review some common events that may occur in class where differences are not respected.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
		Training to have staff recognize students when they do demonstrate a respect for one another’s differences.	Discipline referral rates of race or LGBTQ involved.	Data behavior dashboard on race/LGBTQ involved incidents.	None
<p>Objective 2</p> <p>By 2023, all students will score the school at an index of 60 on the question of “The consequences for breaking</p>	KCWP 6: Establishing Learning Culture and Environment	PBIS strategies—explain expectations on a consistent basis.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Training for teachers on consistent classroom discipline.	Discipline data disaggregated by	Data behavior dashboard.	None

<p>Goal 5 (State your climate and safety goal.):</p> <p>By 2027, African American students and students who identify as two or more races will score the school at an index of 70 on the question of “students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability).</p> <p>By 2027, all students will score the school at an index of 78 on the question of “The consequences for breaking school rules are the same for all students.”</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
school rules are the same for all students.”			FRAM, SPED, ethnicity, and gender.		
	KCWP 6: Establishing Learning Culture and Environment	Training for admin team on process when dealing with discipline issues.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Training for teachers on consistent classroom discipline.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
	KCWP 6: Establishing Learning Culture and Environment	PLC on behavior management.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None
		Differentiated PLCs for teachers who need additional training on discipline and classroom management.	Discipline data disaggregated by FRAM, SPED, ethnicity, and gender.	Data behavior dashboard.	None

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
By 2027, Simon Kenton will have a postsecondary readiness indicator of 90.9 as measured by the KSA criteria.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Simon Kenton will have a postsecondary readiness indicator of 83.7 as measured by the KSA criteria.	KCWP 5: Design, Align, and Deliver Support Processes	Follow cycle established by MTSS to promote transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
		Use adult advocates to provide structure to achieve transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
	KCWP 3: Design and Deliver Assessment Literacy	Follow assessment preparation and administration schedule to ensure students are assessed when necessary.	KYOTE scores	KYOTE scores	Possible after school tutoring for KYOTE prep.
		Provide targeted interventions in class to promote success on KYOTE.	KYOTE scores	KYOTE scores	None
	KCWP 6: Establishing Learning Culture and Environment	Class meetings to describe career pathway opportunities to all students.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
		Small group meetings with students identified as interested in career pathway programs through adult advocacy process.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
Objective 2 By 2023, Simon Kenton will have a transition readiness rate of 92% as measured by the CBAS model.	KCWP 5: Design, Align, and Deliver Support Processes	Follow cycle established by MTSS to promote transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
		Use adult advocates to provide structure to achieve transition readiness.	CBAS dashboard for transition readiness.	Transition readiness rate.	None
	KCWP 3: Design and Deliver Assessment Literacy	Follow assessment preparation and administration schedule to ensure students are assessed when necessary.	KYOTE scores	KYOTE scores	Possible after school tutoring for KYOTE prep.
		Provide targeted interventions in class to promote success on KYOTE.	KYOTE scores	KYOTE scores	None

Goal 6 (State your postsecondary goal.):					
By 2027, Simon Kenton will have a postsecondary readiness indicator of 90.9 as measured by the KSA criteria.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Class meetings to describe career pathway opportunities to all students.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.
		Small group meetings with students identified as interested in career pathway programs through adult advocacy process.	Student registrations in career pathway programs.	Grades in career pathway program classes.	Funding required for certification tests.

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
By 2027, Simon Kenton will have a graduation rate (combined 4 and 5) of 98.2.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Simon Kenton High School will increase the graduation rate from 96.3% in 2021 to 96.7% in 2022 as measured by the school report card graduation rate.	KCWP 6: Establishing Learning Culture and Environment	Adult advocate meetings with each student to review progress towards graduation.	Progress reports at each midterm and quarter.	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
		Individual meeting with counselor or administrator during scheduling process to meet graduation requirements.	Progress reports at each midterm and quarter.	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
	KCWP 5: Design, Align, and Deliver Support Processes	MTSS process for students who are deemed to be off-track for graduation.	Interventionist-supplied ratings for interventions.	MTSS data monitoring dashboard.	None
		Support off-track students through programs based on their area of need.	Interventionist-supplied ratings for interventions.	MTSS data monitoring dashboard.	None
	KCWP 2: Design and Deliver Instruction	Credit recovery program for off-track students to recoup credits.	Completion of credits/on-track status	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.
		Parents and student contacts to explain opportunities for graduation.	Completion of credits/on-track status	Percentage of students who are on-track for graduation.	After school tutoring and credit recovery.

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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

Components of Turnaround Leadership Development and Support:
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Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: Our school leadership began working with district consultants last year to enhance our ability to recognize classroom work as being at the level required by the standards. We have continued that process for 22-23. The aim of this is to ensure equitable access to the curriculum for students regardless of what teacher or class period they are in. School leadership is trained to give feedback to teachers in the area of having a standards-based task, text, or problem for students in each lesson.

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: Our district has undergone an extensive review of instructional resources along with each of the high schools. This involved school level meetings to examine resources and district level meetings with all three high schools contributing to these efforts. On the school level, we have addressed some areas for growth that were observed last year, where some levels of courses were not being taught at a rigorous enough level to ensure student mastery. We have addressed this by changing the structure of our classes to eliminate this disparity.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: We reviewed the factors that contribute to special education students' lower performance and addressed shortcomings by revamping our schedule for resource classes and collaborative classes. This review process was enacted by administration, department leadership, and teachers throughout the scheduling process. Teachers continually review common assessment data for students with disabilities within their ILT groups and plan interventions for those who do not master standards.

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: One area beyond the schedule re-structuring that we have identified as an area of need is that of vocabulary strategies. We do not currently have a standard method to teach vocabulary in our school. We will be deploying this during the 22-23 school year for use in all classes so students get a consistent method for vocabulary acquisition and retention. IT is our belief that this will contribute to novice reduction in tested areas, specifically for students with disabilities. This can be monitored through PPR walks, through classroom signage, and through common assessment data.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff to use vocabulary acquisition and retention strategies in a consistent process throughout the school.	Sedita, J. (2005). Effective vocabulary instruction. <i>Insights on learning disabilities</i> , 2(1), 33-45.	<input checked="" type="checkbox"/>
Train staff to use vocabulary acquisition and retention strategies in a consistent process throughout the school.	Rekrut, M. D. (1996). Effective Vocabulary Instruction. <i>The High School Journal</i> , 80(1), 66–74. http://www.jstor.org/stable/40364693	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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 checked="" type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>

Sedita, J. (2005). Effective vocabulary instruction. *Insights on learning disabilities*, 2(1), 33-45.

Rekrut, M. D. (1996). Effective Vocabulary Instruction. *The High School Journal*, 80(1), 66-74.

<http://www.jstor.org/stable/40364693>

Simon Kenton High School will be using school improvement funds to purchase and implement “Vocabulary in a SNAP : 100+ Lessons for Secondary Instruction (Teaching Vocabulary to Middle and High School Students with Quick and Easy Vocabulary Exercises)” with our students. The study cited above was reviewed by our leadership team who made the recommendation to select this intervention. This study posited that “Students’ word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies.” This study was literature review of the effects of vocabulary instruction in schools. The second study outlines the importance of vocabulary instruction in context including the use of concept mapping and Freyer models to instruct students on vocabulary. This intervention will be implemented across the curriculum in all content areas as an intensive strategy designed to help students acquire and retain vocabulary. These strategies should be especially effective at helping students with disabilities acquire and retain vocabulary. We will implement the intervention in tier 1 instruction within the classroom but also use these strategies in resource classrooms for special education students. Teachers will be trained to use the terminology in the book consistently in classes and then to have students employ the strategies. All teaching and instructional staff will be trained to implement this program. Based on our review of the evidence and the data for our school, we believe that this is Level I evidence because it used an extensive literature review that specifically referenced high school vocabulary instruction.