



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools\_09122023\_13:46

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**Dixie Heights High School**  
**Roger Stainforth**  
3010 Dixie Hwy  
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## **2023-2024 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 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

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

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

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

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

Please enter your name and date below to certify.

Roger Stainforth - 9/12/2023





2023-2024 Phase One: School Safety Report\_09122023\_13:42

2023-2024 Phase One: School Safety Report

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## 2023-2024 Phase One: School Safety Report

### School Safety Report

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

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

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

#### Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

8. 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

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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## 2023-2024 Phase One: Executive Summary for Schools\_09112023\_12:52

2023-2024 Phase One: Executive Summary for Schools

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## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

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

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

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

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

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

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

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

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The Dixie Heights community stakeholders include but are not limited to:

- Parents/Guardians, students, and families
- Local Community Partners (Businesses, First Responders, Local Governance)
- Administrators, Counselors, & Teachers
- Local Tax Payers

Dixie Heights insures stakeholder involvement through the following programs:

**P.B.I.S.:** This committee's focus is on positive behavior interventions. It consists of; teachers, parents, bus driver, cafeteria staff, custodial, administrator, and counselor. The primary focus of the group is to promote positive behaviors and a problem solve to correct areas of concern.

**Guiding Coalition:** This committee is comprised of 26 teachers, administrators, and counselors. The purpose of the Guiding Coalition is to increase awareness and understanding between administrators, counselors, and teachers about building-wide decisions so that teachers feel represented. The Guiding Coalition seeks to build capacity by fostering an environment in which all teachers feel connected to their jobs and the students they serve.

**SBDM:** Dixie Heights Site-Based Decision Making Council is comprised of teachers, principal, and parent representatives. SBDM is an opportunity for families to work in harmony with teachers and school administrators toward establishing goals for student success.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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

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

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

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

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

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

Notable Achievements and Areas of Improvement

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

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

- Was ranked 25th Best High Schools in the state of Kentucky by US News
- Continue to be rated high in English Learner Progress, School Climate & Safety, and Graduation rate.

In the 2022-23 academic year, the school continued in their tradition of excellence with our advanced college coursework options. The AP program continues to expose a large number of students to this rigorous national curriculum. Dixie Heights continues to prioritize college and career readiness through its Dual Credit offerings.

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

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

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

We have added a full time ELL teacher and will provide embedded professional development opportunities for our teachers to improve the work we're doing with our ELL population. We have built structures to all our special education teachers to have common planning time with their collaborating teachers to improve instruction for students with IEP's. We maintain a College and Career Readiness Coach and Center to work on adding more opportunities for students to earn

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certifications in vocational programs. We have allocated portions of our budget to expand the CTE opportunities, allowing for more students to complete a pathway. Over the last year we have expanded to 7 identified CTE pathways in our school and continue to offer pathways for career readiness through other programs offered by the KCSD and local universities.

### Additional Information

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

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

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

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

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2023-2024 Phase Two: The Needs Assessment for Schools\_10132023\_11:23

2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

#### **Protocol**

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

Administrative Team (Principals and Assistant Principals):

- Weekly agendas with Social Emotional, Behavior, and Attendance being standing items reviewed weekly. Other items added as needed.
- Review Committee Reports (MTSS, PBIS, Curriculum, and Student Services) on a bi-weekly basis.
- Reviewing learning walk data, every teacher is walked once month. The admin team maintains a dashboard indicating progress in each of the four elements of the Cycle of Quality Instruction (see attached).
- Administrators will focus PPR walks, evaluative feedback, and academic progress meetings on mastery of standards. Are student tasks up to the level of the standard and does student products show mastery of standard or discrepancies?

- Identify trends, strengths, and deficiencies based on KSA, CERT, and ACT data.
- Administration will review CFA data the first Monday following the completion of each assessment.
- Administration will review last month's PPR data the first Monday of every Month.
- Administration will complete a data analysis for KSA/ACT/CERT upon release.

#### Principal/Counselor Meeting:

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

#### Individual Learning Teams (ILTs):

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

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

- Bi-weekly with district approved agenda.
- Attendance tracking dashboard
- Develop attendance plans, court liaison, and needs assessment for students.
  - Administration will review missing children, hospitalizations, and threat assessments every Monday.
  - Administration will review school based counseling, KTP, and CICO data every other Monday.
  - Administration will review last month's PBIS behavior report the first Monday of each month.

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

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

### SBDM monthly meetings (Council members)-

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

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

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

### Review of Previous Plan

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

The previous improvement plan was focused on increasing achievement across all levels and curriculums.

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

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

Goal 3: Yearly targets for closing the achievement gap.

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

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

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

#### Goal Review:

Goal 1: We did not make progress in achieving our reading and math achievement goals. Reading scores slipped from 49% to 43% and Math 44% to 35%.

Goal 2: We made partial progress in moving towards our state science, social studies, and writing goal. While science slipped from 14% to 8%, social studies increased from 38% to 42% and writing increased one point to 40%.

Goal 3: Increased Math (SPED) proficiency for students from <1% to 3%, reading (SPED) slipped from 5% to <1%, Science (SPED) no change, social studies (SPED) reduced from 15% to <1%, writing (SPED) slipped from 7% to 5%

Goal 4: We made progress among our EL students. We saw 83% of students show growth, 16% exiting EL (up from 6%), and we relinquished our TSI determination.

Goal 5: We slipped off-track in achieving our school climate goal, slipping from 69% to 65%.

Goal 6: We maintained progress on our post-secondary readiness goal, increasing from 77% to 79%

As a school we have placed an intentional focus on teachers analyzing data more consistently determine student understanding and effectiveness of instruction.

- We are committed to using common formative assessments to monitor student learning.
- We are committed to using common assessment data to strengthen teaching and learning.

Results of last year's plan indicate that we must place a more intentional focus on ensuring the instruction in the classroom meets the level of the standard. Diagnostic testing, CERT and ACT, are being analyzed to place students in standards based interventions that focus on reaching proficiency. Teachers will utilize Common Formative Assessments (CFAs) on a weekly basis to determine supports, re-teaching needs, and student placement in PRIDE workshops. Administrative feedback will be intentional around the following essential PLC questions:

1. What do we want students to be able to do or learn and is it to the level of the standard?
  1. Administration will continue to work with teachers on aligning essential standards and learning targets.
2. How do we know students have learned it?
  1. Administration will analyze student assessments and products to determine the level of the standard being met and provide actionable feedback to learning teams.
3. What do we do when they didn't learn it?
  1. CFA, summative, and diagnostic data will allow for proper placement of students into individualized intervention workshops.

### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The following trends have developed over the last two academic years:

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### **Math Proficiency**

% P & D decreased from **44%** in 21-22 to **35%** in 22-23

### **Science Proficiency**

% P & D decreased from **14%** in 21-22 to **8%** in 22-23

### **Reading Proficiency**

% P & D decreased from **49%** in 21-22 to **43%** in 22-23

#### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### Current Academic State – Kentucky State Accountability

**Math and Reading Indicator:** Currently Dixie Heights is rated “low” after seeing a significant decline of 14% decrease to 49.3

**Science, Social Studies, and Writing Indicator:** Dixie Heights maintained their previous rating of “medium” with a score of 50.5.

**EL Learner Progress:** The score declined to 32.6, but Dixie Heights was still rated “high”.

**Quality of School Indicator:** Dixie Heights maintained their “high” rating with a score of 65.5

**Post-Secondary Readiness:** Dixie Heights saw an increase to 79.9 and kept a “medium” rating.

**Graduation Rate:** Dixie Heights experienced a 2 point increase to 98.3 and elevated their rating to "very high".

Current Non-Academic State

**Attendance:** Dixie Heights had a student attendance rate of 94.48%

**Safety:** 90% of students indicated they feel safe at school.

**Caring Environment:** 95% of students indicated there is at least one caring adult they can turn to.

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.

Closing the achievement gap remains a top priority/concern for Dixie Heights High school, specifically in reading and math.

**KSA Reading:**

- < 1% of SWD achieved benchmark (%P/D) in mathematics compared to 59% benchmark for non-gap learners.

**KSA Math:**

- < 4% of SWD achieved benchmark (%P/D) in mathematics compared to 51% benchmark for non-gap learners.
- < 6% of EL students achieved benchmark (%P/D) in math compared to 51% benchmark for non-gap learners.

In addition to closing the learning gap in reading and math Dixie Heights has identified science and writing as an overall concern for the entire student population.

**KSA Science**

- < 10% of ALL students achieved benchmark (%P/D) on the KSA Science assessment.



## **KSA Combined Writing**

- < 40% of ALL students achieved benchmark (%P/D) on the combined KSA writing assessment.

### 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.

Dixie Heights has seen an increase in post-secondary readiness to 79.9% and graduation rate to 97.3%. The systems of support we've implemented to monitor off-track students must be implemented with the same vigor regarding mastery of standards. Dixie Heights can leverage its current PLC structure to create a data driven culture that responds to mastery of standards and not assignment completion. Steps to take:

- 1) Ensure the tasks are to the level of the standard.
- 2) Ensure products provide actionable feedback.

### 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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

### **ATTACHMENTS**

**Attachment Name**





## Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

### **KCWP 4: Review, Analyze and Apply Data**

We've established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, CERT, attendance, and grades to determine specific priorities for student's success. This recursive process focuses on academics and SEL. Previously, the recursive process was instituted more at an administrative level. As a school we have placed an intentional focus on teachers analyzing data more consistently. We have prioritized the following:

- Common formative weekly assessments that measure mastery of standard by teacher, by student, by target.
- A uniform data analysis tool that breaks down data collected from the common assessments allowing teachers to be informed real-time about the effectiveness of instruction and level of student understanding.
- Consistent and reoccurring use of common formative assessment and diagnostic tools to maximize the use and development of "Tier 1" interventions during class and PRIDE (RTI) time.

### **KCWP 5: Design, Align and Deliver Support**

This is done through our weekly common planning time content specific ILT meetings. This data analysis is the basis for placing students in specific intervention workshops every week. Through our PPR walk data, the administration has noticed that workshops have been assigned primarily based on missing assignments (will). Our goal is to continue to improve on our data analysis and collection to ensure students are being assigned to workshops based on mastery of the standard being assessed. We believe that significant improvements within KCWP 4 (as outlined above) allow teachers to maximize intervention time, shifting the cultural mindset from "completion" to "mastery". Increased effectiveness in data collection and analysis will provide teachers with information necessary to meet students where they are (current level of understanding).

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		• 7



2023-2024 Phase Two: School Assurances\_10132023\_11:16

2023-2024 Phase Two: School Assurances

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

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## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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## 2023-2024 Phase Three: Comprehensive School Improvement Plan\_11172023\_08:21

2023-2024 Phase Three: Comprehensive School Improvement Plan

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



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## 2023-24 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.**

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

**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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

#### 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

#### 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 template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**



DHHS KDE CSIP P3

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

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

While we have adjusted percentages to reflect current progress and potential growth, we have maintained the same goals in regards to Reading/Math proficiency, separate academic indicators, gap groups, graduation, and school climate. We have added additional strategies to help achieve these goals. Dixie Heights will prioritize the use of common district assessments and formative assessments to measure student understanding in real-time. As a school we will put a premium on data and what it is telling us, guiding the next steps and intervention process.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 DHHS KDE CSIP P3		.



## Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Each year our ILT's review their curriculum map and determine the essential standards. This is an on-going process that is done through PD time as well as weekly common planning time. We're in the process of transitioning to a standards-based learning school. At the district level, systems have been put in place to vet all instructional materials to ensure they meet the level of the standard.
<b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	Our school conducts learning walks on every teacher each month to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will include teachers on the learning walks as a way to increase job embedded training. The these walks focus on four key elements: <ol style="list-style-type: none"> <li>1) Ensuring that student tasks meet the level of the standard.</li> <li>2) All students create a product that demonstrates level of understanding.</li> <li>3) Student collaboration is used as a tool to reach deeper understanding.</li> <li>4) Teachers utilize in class data to adjust instruction real-time.</li> </ol>
<b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence	Yes	Each ILT has common formative assessments that are utilized to determine specific students' needs and to then utilize this data to provide intervention during our designated PRIDE time. ILT's analyze data by

## Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		<p>student, by teacher, and by standard. We use district common assessment data to identify learning gaps between our students and other high schools. We utilize the KCSD “Balanced Assessment” approach that utilizes:</p> <ol style="list-style-type: none"> <li>1) Universal Screener (Cert Testing)</li> <li>2) Diagnostic testing</li> <li>3) Curriculum Assessment</li> </ol>
<p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p>Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	Yes	<p>We’ve established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, CERT, attendance and grades to determine specific priorities for student’s success. This recursive process focuses on academics and SEL. The recursive process is instituted more at an administrative level. As a school we have placed an intentional focus on teachers analyzing data more consistently. We have made the following commitments:</p> <ul style="list-style-type: none"> <li>● We are committed to using common formative assessments to monitor student learning.</li> <li>● We are committed to using common assessment data to strengthen teaching and learning.</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	Yes	<p>This is done through our weekly common planning time content specific ILT meetings. This data analysis is the basis for placing students in specific intervention workshops every week. Through our PPR walk data, administration has noticed that workshops have been assigned primarily based on missing assignments (will). Our goal is to continue to improve on our data analysis and collection to ensure students are being assigned to workshops based on mastery of the standard being assessed.</p>

## Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	Yes	<p>Our student survey data shows that we are providing a school environment that promotes student learning and safety to assure the greatest success. In addition we've prioritized the following:</p> <ul style="list-style-type: none"> <li>● Teacher Advisory Committee</li> <li>● Student Advisory Committee</li> <li>● Hope Squad</li> <li>● Diversity</li> <li>● PBIS</li> </ul>



Updated June 2023

## 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 School wide 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 School wide 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

Updated June 2023

**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- 1) *Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.*
- 2) *Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.*

**Processes, Practices, or Conditions to be addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Our school conducts learning walks on every teacher each month to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will include teachers on the learning walks as a way to increase job embedded training. These walks focus on four key elements:

- 1) Ensuring that student tasks meet the level of the standard.
- 2) All students create a product that demonstrates level of understanding.
- 3) Student collaboration is used as a tool to reach deeper understanding.
- 4) Teachers utilize in class data to adjust instruction real-time.

Updated June 2023

**Indicator Scores**

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow (56.2)	Declined (-6.9)
State Assessment Results in science, social studies and writing	Yellow (50.9)	Maintained (-0.4)
English Learner Progress	Green (37.4)	Declined (-4.8)
Quality of School Climate and Safety	Green (65.6)	Maintained (-0.9)
Postsecondary Readiness (high schools and districts only)	Yellow (78.6)	Increased (+1.3)
Graduation Rate (high schools and districts only)	Green (97)	Increased (+1.3)

Updated June 2023

**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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps the school will take 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.



Updated June 2023

## 1: State Assessment Results in Reading and Mathematics

<b>Goal 1 (State your reading and math goal.): Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1:</b> Increase the reading achievement scores from <b>44% in 2023 to 50% in 2024</b> as measured by the proficiency/benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize bi-weekly common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards. Ensure all students are creating a product every day and every class to allow "real-time" adjustment of instruction based on student needs.	AT and teachers will work together to analyze student work, CERT and ACT data, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, re-teaching, and reassessment.	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE English teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<a href="#">KCWP 5: Design, Align, and Deliver Support</a>	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmark for Reading or have essential skill deficits in content classes will be identified. These students will receive needs-based instruction to determine Tier 2, or Tier 3 appropriate data-based interventions.	Courses designed for interventions in English I and English II have been established and are being utilized. AT and counselors review progress data from these intervention courses and regular English courses toward the end of each trimester to determine who has been successful enough to	

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<b>Goal 1 (State your reading and math goal.): Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
				be removed from intervention courses and who is struggling enough with essential skills and standards and needs to move into an intervention course.	
		Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	On a regular basis student progress will be monitored by a school intervention team that consists of teachers, counselors, and administrators to ensure the implementation and effectiveness of interventions.	MTSS will meet bi-weekly, PBIS monthly, and RBTL bi-weekly. Committees will meet regularly to discuss student needs for interventions. Principal/Counselor teams will meet regularly to discuss specific student needs.	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly. AT will provide job embedded training and support for ILTs not using PRIDE time appropriately.	
		Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL students.	EL teacher collaborates throughout the day in specific English classrooms. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.	AT will meet with English ILTs periodically to determine what resources are needed and AT will work to acquire those resources. AT will meet with English ILTs to review data and determine next steps.	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers.	Weekly ILT meetings with minutes.	



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<b>Goal 1 (State your reading and math goal.): Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
		best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms. Teacher leaders have been trained to be building experts and are available to facilitate collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
	<a href="#">KCWP 6: Establish Learning Environment and Culture</a>	Implement a PBIS like system to recognize, celebrate, and promote high academic achievement on state assessments.	Create teacher/student testing teams that allow for teacher to build last relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, District Common Formative Assessments, CERT results.  "Good Faith" Rubric	
<b>Objective 2:</b> Increase the math achievement scores from <b>35% in 2023 to 50% in 2024</b> as measured by the proficiency/benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KSCD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize bi-weekly common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency	AT and teachers will work together to analyze student work, CERT and ACT data, common assessment data, and district common assessment data to determine skill deficits and	

Updated June 2023

**Goal 1 (State your reading and math goal.):** *Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			standards. Ensure all students are creating a product every day and every class to allow “real-time” adjustment of instruction based on student needs.	provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, reteaching, and reassessment.	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE English teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<a href="#">KCWP 5: Design, Align, and Deliver Support</a>	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmark for Reading or have essential skill deficits in content classes will be identified. These students will be classified as Tier 1, Tier 2, or Tier 3 and given appropriate data-based interventions.	Courses designed for interventions in English I and English II have been established and are being utilized. AT and counselors review progress data from these intervention courses and regular English courses toward the end of each trimester to determine who has been successful enough to be removed from intervention courses and who is struggling enough with essential skills and standards and needs to move into an intervention course.	
		Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	On a regular basis student progress will be monitored by a school intervention team that consists of teachers, counselors, and administrators to ensure the implementation and effectiveness of interventions.	MTSS will meet bi-weekly, PBIS monthly, and RBTL bi-weekly. Committees will meet regularly to discuss student needs for interventions. Principal/Counselor teams will meet regularly to discuss specific student needs.	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren’t meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where	AT oversees ILTs and meets regularly with them to review data and determine next steps.	



Updated June 2023

**Goal 1 (State your reading and math goal.):** Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		struggling with in an effort to provide targeted support.	they sense they need help with skills and/or standards.	AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly. AT will support ILTs with job embedded training and feedback to ensure PRIDE time is effectively utilized.	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
	<a href="#">KCWP 6: Establish Learning Environment and Culture</a>	Implement a PBIS like system to recognize, celebrate, and promote high academic achievement on state assessments.	Create teacher/student testing teams that allow for teacher to build last relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, District Common Formative Assessments, CERT results.  "Good Faith" Rubric	

Updated June 2023

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**2: State Assessment Results in Science, Social Studies and Writing**

**Goal 2 (State your science, social studies, and writing goal.):** *Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase the science achievement scores from 9% in 2023 to 15% in 2024 as measured by the proficiency/benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize bi-weekly common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards. Ensure all students are creating a product every day and every class to allow "real-time" adjustment of instruction based on student needs.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for supports, reteaching, and reassessment	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE Science teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	



Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
	<a href="#">KCWP 5: Design, Align, and Deliver Support</a>	Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support after weekly student data (formative, summative, and interim) review.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and compare that student grades bi-weekly.	
		Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL students in the Science content areas.	EL teacher provides ongoing support for EL students in the content areas. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.	AT will meet with Science ILTs periodically to determine what resources are needed and AT will work to acquire those resources.	

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<b>Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
				AT will meet with Science ILTs to review data and determine next steps.	
	<a href="#">KCWP 6: Establish Learning Environment and Culture</a>	Implement a PBIS like system to recognize, celebrate, and promote high academic achievement on state assessments.	Create teacher/student testing teams that allow for teacher to build last relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, District Common Formative Assessments, CERT results.  "Good Faith" Rubric	
<b>Objective 2</b> Increase the social studies achievement scores from <b>42% in 2023 to 45% in 2024</b> as measured by the proficiency/benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Professional Learning Communities (PLC)/Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	CERT, ILT meeting minutes. Each ILT will have curriculum maps tied to essential standards and aligned with the KCSD. Administrative Team (AT) will review curriculum maps and use for reference during walkthroughs and will use that data to determine next steps. AT will review walkthrough data and meet with ILTs regularly to discuss trends.	
		Use assessment evidence (data) to inform what comes next for individual students and groups of students.	ILTs will utilize bi-weekly common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards. Ensure all students are creating a product every day and every class to allow "real-time" adjustment of instruction based on student needs.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and provide individualized instructional support for struggling students. AT and teachers will also analyze data to determine how to most efficiently use PRIDE time for	



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Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				supports, reteaching, and reassessment	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE Social Studies teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	AT oversees ILTs and meets regularly with teams to assure quality curriculum alignment. AT will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	ILTs will be systematically implemented to analyze and improve classroom instruction. Teachers collaborate in content-specific teams while engaging in an ongoing cycle of questions and data analysis that promote more informed teaching and decisions based on evidence.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment. Walkthrough data to support improved instructional strategies.	
		Ensure ongoing professional development in the area of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular (monthly or weekly) walkthroughs by AT to provide instructional feedback to teachers. Weekly ILT meetings to discuss instructional strategies that are proven effective by data from student assessments.	Weekly ILT meetings with minutes. Walkthrough data to support improved instructional strategies.	
		Ensure increased collaboration in classrooms using formal collaborative structures to improve student performance.	All Dixie teachers will have multiple training sessions on collaborative structures and will have ongoing PD opportunities to promote increasing productive collaboration in classrooms.	Weekly ILT meetings. Walkthrough data. AT will work with ILT regularly to discuss opportunities to include collaboration in lessons and adjust curriculum maps to include opportunities for collaboration.	
	<a href="#">KCWP 5: Design, Align, and Deliver Support</a>	Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where	AT oversees ILTs and meets regularly with them to review data and determine next steps. AT will check the frequency of students pulled for PRIDE and	

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<b>Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
		after weekly student data (formative, summative, and interim) review.	they sense they need help with skills and/or standards.	compare that student grades bi-weekly.	
		Provide resources in Spanish and other languages alongside English texts to improve proficiency of EL students in the social studies content areas.	EL teacher provides ongoing support for EL students in the content areas. Classrooms will have the option of getting resources in languages other than English to use alongside English texts to improve English fluency.	AT will meet with Social Studies ILTs periodically to determine what resources are needed and AT will work to acquire those resources. AT will meet with Social Studies ILTs to review data and determine next steps.	
	<a href="#">KCWP 6: Establish Learning Environment and Culture</a>	Implement a PBIS like system to recognize, celebrate, and promote high academic achievement on state assessments.	Create teacher/student testing teams that allow for teacher to build last relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, District Common Formative Assessments, CERT results.  "Good Faith" Rubric	
<b>Objective 3</b> Increase the writing achievement scores from 35% in 2023 to 45% in 2024 as measured by the proficiency/ benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure writing curriculum is vertically and horizontally aligned to the Kentucky Academic Standards and that curricular alignment reviews are an ongoing action of the PLC's planning process	Writing will be integrated across all the content areas and grade levels. Students will write for a variety of genres including literary/narrative, opinion/argumentative, and informational. Writing practices will focus on standards-based writing assignments that emphasize key writing features.	Weekly ILT meetings. Walkthrough data. AT will work with PLC's regularly to discuss opportunities to include opportunities for writing in the content areas.	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Students will produce at least one substantiation writing product in all English and social Studies classes per trimester. Department heads will conduct periodic writing reviews to evaluate student samples using the common and approved rubric.	Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.	
		Ensure that formative assessment practices allow students to	Frequent formative assessments of student writing will be used to inform instruction and feedback. Through PLC work, common	Weekly ILT meetings with minutes.	

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<b>Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
		understand their path towards mastering the writing standards.	assessments will be created to provide data within departments to gauge writing efficiency.	AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery or standard.	Explicitly teach appropriate wiring strategies throughout all courses and areas of study. Specifically promote and utilize the district approved CAT model for effective lead paragraph development and the TECCEC model for effective body paragraph development.	Implementation of the Writing Policy. Adjustment of curriculum maps in all subject areas to show the addition of writing prompts. AT will meet regularly during ILT meetings to aid in curricular adjustment.	
		Increase collaboration in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	Teachers calibrate their evaluation of student writing to Kentucky Writing Standards using the Kentucky On-Demand Writing Rubric in PLCs and/or ILTs focused on writing. PLC/ILT practices include identifying student strengths, weaknesses, and next-steps for developmental improvement. Students receive consistent and timely standards-based feedback toward improvement from teachers and peers and engage in self-assessment and self-reflection.	Implementation of the Writing Policy. Weekly ILT meetings with minutes. AT will meet regularly during ILT meetings to aid in data analysis and curricular adjustment.	



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**Goal 2 (State your science, social studies, and writing goal.):** *Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 6: Establish Learning Environment and Culture</a>	Implement a PBIS like system to recognize, celebrate, and promote high academic achievement on state assessments.	Create teacher/student testing teams that allow for teacher to build last relationships with students to help them navigate the barriers associated with “high stakes” testing.	KSA, ACT, District Common Formative Assessments, CERT results.  “Good Faith” Rubric	

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**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
<b>Objective 1:</b> Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 3% in 2023 to 25% for students in special education in 2024.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All Math and Math collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations)	ILT meeting agendas, curriculum maps review	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when student fail to meet mastery	In order to provide equitable access to all students, ILT's will examine instructional strategies to improve student understanding during their monthly meetings.	ILT Meetings, Department meetings	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and content assignments are aligned to allow the collaborators to focus/specialize in math. A schedule is created that allows SPED teachers to be in class with their students, better ensuring students access to a collaborator familiar with the subject matter and student deficits.	Master schedule, ILT meeting minutes,	
	<a href="#">KCWP 4: Review, Analyze, and Apply data</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	PD Plan, ILT Meeting agendas	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	Teachers will utilize formative assessments to determine student understanding and instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, ILT Meetings, Essential Standards review and updated, grade reports	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.	Students not at Math proficiency in 9th and 10th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, CCXR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Evidence Based practice, Classroom progress, RBTL, CERT, Delta Math, Progress Monitoring Data.	
<b>Objective 2:</b> Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from <b>&lt;1% in 2023 to 25% in 2024</b> for special education students.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Assess with formative and summative assessment that are aligned to the standards and learning targets.	All English and English collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations)	ILT meeting agendas, curriculum maps review	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	In order to provide equitable access to all students, ILT's will examine instructional strategies to improve student understanding during their monthly meetings.	ILT Meetings, Department meetings	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Increase collaboration in deconstructing standards and developing congruent learning targets.	The Special Education caseload and content assignments are aligned to allow the collaborators to focus/specialize in English. A schedule is created that allows SPED teachers to be in class with their students, better ensuring students access to a collaborator familiar with the subject matter and student deficits.	Master schedule, ILT meeting minutes,	
		Provide student support systems to improve student learning.	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide	Master Schedule, PRIDE interventions	



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			equal access for all students who need help. Enrichment classes will be utilized for SPED students not identified with a disability in English who are showing deficiencies when looking at common assessment scores.		
	<a href="#">KCWP 4: Review, Analyze, and Apply data</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	PD Plan, ILT Meeting agendas	
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	Teachers will utilize formative assessments to determine student understanding and instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, ILT Meetings, Essential Standards review and updated, grade reports	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students not at Math proficiency in 9th and 10th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, CCXR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Evidence Based practice, Classroom progress, RBTL, CERT, Read 180, Progress Monitoring Data.	
<b>Objective 3:</b> Ensure all students are performing at high levels in the state accountability system by increasing	<a href="#">KCWP 3: Design and Deliver Assessment</a>	Anticipation Guide: To require students to assess their level of content understanding prior to reading a text.	Reads a list of true-false statements and completes the "you" column in the guide with a personal opinion of the truth value	AT and teachers will work together to analyze student work, common assessment	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
our reading proficiency index from <11% in 2023 to 25% in 2024 for English Learner Including Monitored students in 2024.	<a href="#">Literacy Classroom Activities</a>	Individual reading/writing, interactive small group, whole class instruction	of the statement Shares answers within a small group and justifies the choices Reads the text Amends the guide by changing information or adding new information learned from the text.	data, and district common assessment data to determine skill deficits and progress.	
		Peer-Assisted Learning Strategies: Peer instruction in specific reading strategies. Teaches students the processes and routines needed to tutor each other in three reading strategies: retelling (sequencing information), paragraph shrinking (generating main idea statements), and prediction relay (generating and evaluating predictions). May use sentence frames as scaffolds for each strategy, Pairs students according to language and/or reading proficiency levels Assigns one student as the Coach and the other as the Reader Provides appropriate texts to involve students in 3 to 4 tutoring sessions per week up to a total of 90 minutes per week	Works with a partner to correct reading errors, award points for correct responses, and provide encouragement and feedback.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and progress. We will use Read 180 SRI assessments to set a baseline and measure growth.	
<b>Objective 4:</b> Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 6% in 2023 to 25% for English Learner Including Monitored students in 2024.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Varied Presentation Formats. To match the content and language input to student needs. Uses a variety of formats to present new information to students Decides on an appropriate format by considering the nature of the content and the language proficiency levels of the students	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.	AT and teachers will work together to analyze student work, common assessment data, and district common assessment data to determine skill deficits and progress.	

Updated June 2023

## 4: English Learner Progress

**Goal 4 (State your English Learner goal.):** Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2023 to 15% in 2026 and increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 30% in 2026 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Increase the number of EL students who score proficient or above from <1% in 2023 to 5% in 2024 as measured by the ACCESS for ELLs English Language Proficiency Test.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure all teachers can identify their EL students and know their English proficiency levels.	All DX teachers will attend a PD in which they learn to identify their EL students in IC and how to apply the KCSD EL Toolkit to differentiate their lessons in order to reach their EL populations.	PD in 1st trimester, with refresher during the 2nd and 3rd trimesters. ILT meetings, Progress monitoring by EL teacher.	
		Ensure all teachers have access to the KCSD EL Toolkit.	Teachers will utilize the EL Toolkit as a basis for planning differentiated lessons with appropriate products and tasks that EL students can successfully complete.	PD, ILT meetings, Progress monitoring by EL teacher	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	EL teacher will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers.	EL teacher will meet with ILTs to guide them in how to best modify assignments that are standards-based and at the appropriate English proficiency level of the students.	Master schedule, ILT meetings	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular	Regular education, ELL and collaborative teachers working together to focus on	PD Plan, ILT Meeting agendas	



Updated June 2023

**Goal 4 (State your English Learner goal.):** Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2023 to 15% in 2026 and increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 30% in 2026 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		adjustments to ensure EL students are mastering content.	inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessments.		
	<a href="#">KCWP 4: Review, Analyze, and Apply data</a>	Review each student's ACCESS report from the previous year to see scores in each domain - listening, writing, reading, and speaking. Students' scores will help to guide instruction	EL Teacher will structure class activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test.	Progress monitoring by EL teacher of each student's progress. EL teacher will use formative and summative assessment data to track student progress towards English proficiency	
		Ensure EL students have multiple opportunities to participate in activities that mimic the ACCESS test (all domains: listening, reading, speaking, writing)	EL Teacher will structure class activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test. English proficiency	Progress monitoring by EL teacher of each student's progress. EL teacher will use formative and summative assessment data to track student progress towards English proficiency	
<b>Objective 2:</b> Increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 25% in 2024 as measured	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure all teachers can identify their EL students and know their English proficiency levels.	All DX teachers will attend a PD in which they learn to identify their EL students in IC and how to apply the	PD in 1st trimester, with refresher during the 2nd and 3rd trimesters. ILT meetings, Progress monitoring by EL teacher. EL Monitored students will receive needs based interventions	

Updated June 2023

**Goal 4 (State your English Learner goal.):** Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2023 to 15% in 2026 and increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 30% in 2026 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
by the ACCESS for ELLs English Language Proficiency Test.			KCSD EL Toolkit to differentiate their lessons in order to reach their EL populations.	during PRIDE time to measure mastery of standards.	
		Ensure all teachers have access to the KCSD EL Toolkit.	Teachers will utilize the EL Toolkit as a basis for planning differentiated lessons with appropriate products and tasks that EL students can successfully complete.	PD, ILT meetings, Progress monitoring by EL teacher	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	EL teachers will collaborate in ELA classes in order to provide structured support to EL students and gen ed teachers.	EL teacher will meet with ILTs to guide them in how to best modify assignments that are standards-based and at the appropriate English proficiency level of the students.	Master schedule, ILT meetings	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments to ensure EL students are mastering content.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and	PD Plan, ILT Meeting agendas	



Updated June 2023

**Goal 4 (State your English Learner goal.):** Goal 4 (State your English Learner goal.): *Increase the number of EL students who score proficient or above from <1% in 2023 to 15% in 2026 and increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 30% in 2026 as measured by ACCESS for ELLs English Language Proficiency Test*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			continuous assessments.		
	<a href="#">KCWP 4: Review, Analyze, and Apply data</a>	Schedule all newcomers into the EL Life Skills class to start introducing them to the English language. Schedule 2nd & 3rd year students into the EL Strategies class to continue to provide specific supports in increasing their English proficiency	Students will have access to lessons, activities, and programs specially designed to increase their English proficiency with the structured support of an EL certified teacher.	Master schedule Progress monitoring by EL teacher of each student's progress.	
		Review each student's ACCESS report from the previous year to see scores in each domain - listening, writing, reading, and speaking. Students' scores will help to guide instruction.	EL Teacher will structure class activities that emphasize the implementation of the WIDA Can Do Descriptors to align the class curriculum with the ACCESS test.	Progress monitoring by EL teacher of each student's progress. EL teacher will use formative and summative assessment data to track student progress towards English proficiency. EL Monitored students will receive needs based interventions during PRIDE time to measure mastery of standards.	

Updated June 2023

## 5: Quality of School Climate and Safety

**Goal 5 (State your climate and safety goal.):** *Increase the school climate & safety achievement index score from 65.5 in 2023 to 70.0 in 2026*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Increase the school climate & safety index achievement scores from <b>65.5 in 2023 to 68 in 2024</b> as measured by the proficiency/benchmark scores.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Prioritize more tier 1 behavior support throughout our classes and SEB Block. Utilizing Character Strong to provide intentional evidence based SEB lessons that are grade specific.	Reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Restorative Active Supervision: Faculty will actively supervise all areas (bathrooms, hallways, commons, etc) With a focus on positive (PBIS) interactions with ALL students. Will incorporate the Smart Pass system to monitor who is out of class.	Significant reduction in reported conflicts, reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provides necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment	

Updated June 2023

**Goal 5 (State your climate and safety goal.):** *Increase the school climate & safety achievement index score from 65.5 in 2023 to 70.0 in 2026*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Adult Advocacy meetings: Every student will be assigned an adult advocate and will have scheduled progress checks to discuss transition readiness, on-track to graduate, extra-curricular participation, behavior, and attendance.	Improved participation, reduction in credits lost, Reduced office referrals, assessments, and improved attendance.	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provides necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	

Updated June 2023

**6: Postsecondary Readiness (High School Only)**

**Goal 6 (State your postsecondary goal.):** *Collaborate to increase the percentage of students who are college and/or career ready from 78.6% in 2023 to 88% by 2026 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Collaborate to increase the percentage of students who are college and/or career ready from <b>78.6% in 2023 to 82.0% by 2024</b> as measured by the Kentucky School Report Card.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Students in 9-11th grade will have access to the CERT Program for practice ACT tests and tutorials. ACT will be given 10th, 11th, & 12th grade. KYOTE will be available for 11th and 12th graders. Teachers have access to student results to utilize information to assist in instructional practices.	Trimester CERT data collection, lesson plans. ILT data analysis, and KCSD Common assessment results.	
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Ensure effective communication, in a variety of languages to guide instructional planning, student grouping, etc.	Using information presented in multiple languages, Dixie Heights parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, College/Career Coach, Guidance and Advisement days,	PLP, IC portal, progress reports, Guidance/Advisement	

Updated June 2023

**Goal 6 (State your postsecondary goal.):** *Collaborate to increase the percentage of students who are college and/or career ready from 78.6% in 2023 to 88% by 2026 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			administrative communications via; twitters, emails, blogs and newsletters.		
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. CCR Coordinator will continue to attend nationally recognized seminars/conferences to ensure Dixie Heights staff, students, and parents are aware of opportunities.	School Counselor staff will visit with PRIDE groups for career/academic advising. This may include discussions of ILP, career pathways, ACT scores, and financial aid information. School Counselors will offer various workshops for career and academic information.	PLP, IC portal, progress reports, Guidance/Advisement	



Updated June 2023

**7: Graduation Rate (High School Only)**

**Goal 7 (State your graduation goal.):** Collaborate to increase the average freshman graduation rate from **97% in 2023 to 98% by May 2026** as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Collaborate to increase the average freshman graduation rate from <b>97% in 2023 to 97.5% by May 2024</b> as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	School Counselor staff will visit with PRIDE groups for career/academic advising. This may include discussions of ILP, career pathways, ACT scores, and financial aid information. School Counselors will offer various workshops for career and academic information.	PLP, IC portal, progress reports, Guidance/Advisement	
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Maintain and monitor a "Watch List" for students performing below proficiency	Utilizing the district approved prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student.	RBTL, MTSS, RTI, PBIS	

Updated June 2023

**Goal 7 (State your graduation goal.):** Collaborate to increase the average freshman graduation rate from **97% in 2023 to 98%** by May 2026 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	PBIS	

#### 8: Other (Optional)

**Goal 8 (State your separate goal.):** Goal 8 (State your separate goal.): Improve upon instructional feedback and coaching given to teacher from administrative team from **63% favorable responses in 2023 to 75% favorable responses by 2026**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Improve upon instructional feedback and coaching given to teachers from the administrative team from <b>63% favorable responses in 2023 to 67% favorable responses by 2024.</b>	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Administrative calibration on learning walks to provide consistent feedback.	Consistent administrative feedback 90% of time	Monthly tracking of administrator PPR walks.	
		"Walk-With-Me" learning walks with teacher/admin to ensure consistent expectations and the modeling of best practices.	Improved instruction as indicated on the learning walk dashboard.	Monthly tracking of administrator PPR walks.	
		District level calibration on learning walks to provide consistent feedback.	Consistent administrative feedback 90% of time	Monthly tracking of administrator PPR walks.	
		Job-Embedded training through planning period meetings to address weaknesses identified from the data.	Improved instruction as indicated on the learning walk dashboard.	Monthly tracking of administrator PPR walks.	

Updated June 2023

**Addendum for Schools Identified for Targeted or Comprehensive Support**

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).



Updated June 2023

**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:

<b>Components of Turnaround Leadership Development and Support:</b> <b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b> <b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b> <b>Consider:</b> 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. <b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b> <b>Consider:</b> 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? <b>Response:</b>
<p><b>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></p>

Updated June 2023

**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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Updated June 2023

**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:

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>

Updated June 2023

**CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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