# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

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

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

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

## Requirements for Building an Improvement Plan

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

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

## 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.

> **45% of students scored proficient and distinguished on the Reading KSA**
> **32% of students scored proficient and distinguished on the Math KSA**
> **ACT English has remained stagnant year over year, and reading has decreased by .1**

### 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.

> **WCHS will continue to focus on KCWP 1, KCWP 5, and KCWP 6. WCHS will continue to refine our PLC process to include data analysis, the creation of common assessments, and curricula review and refinement. Additionally, WCHS will continue to develop its MTSS and PBIS practices in order to improve student academic and behavioral performances.**

**Indicator Scores**

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

| Indicator | Status | Change |
|---|---|---|
| State Assessment Results in reading and mathematics | Medium | Declined |
| State Assessment Results in science, social studies and writing | Medium | Increased Significantly |
| English Learner Progress | Low | Increased |
| Quality of School Climate and Safety | Medium | Maintained |
| Postsecondary Readiness (high schools and districts only) | High | Increased |
| Graduation Rate (high schools and districts only) | High | Increased |

## xplanations/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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, 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. |

## 1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

Woodford County High School will decrease the Novice rate on the KSA reading test by 10%, from 29% in 2023 to 19% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 5%, from 45% in 2023 to 50% by 2025.

Woodford County High School will decrease the Novice rate on the KSA math test by 20%, from 38% in 2023 to 18% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 20%, from 32% in 2023 to 52% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br><br>Woodford County High School will decrease the Novice rate on the KSA reading test by 10%, from 29% in 2023 to 19% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 5%, from 45% in 2023 to 50% by 2025. | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | | Utilization of universal screener data to identify tiered intervention needs | Student improvement on reassessment of universal screener. | On-Going departmental checks. Screener reassessment quarterly. | N/A |
| | KCWP 6: Establishing Learning Culture and Environment | Re-design the schoolwide literacy team | Systemic use of interdisciplinary literacy standards across the school | Teachers will share examples of using interdisciplinary literacy strategies Conduct a schoolwide "eyes on text" walk through to determine number of minutes in a day students are reading | N/A |
| | | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staffs regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

Goal 1 (State your reading and math goal.):

Woodford County High School will decrease the Novice rate on the KSA reading test by 10%, from 29% in 2023 to 19% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 5%, from 45% in 2023 to 50% by 2025.

Woodford County High School will decrease the Novice rate on the KSA math test by 20%, from 38% in 2023 to 18% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 20%, from 32% in 2023 to 52% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 2

Woodford County High School will decrease the Novice rate on the KSA math test by 20%, from 38% in 2023 to 18% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 20%, from 32% in 2023 to 52% by 2025. | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | | Utilization of universal screener data to identify tiered intervention needs | Student improvement on reassessment of universal screener. | On-Going departmental checks. Screener reassessment quarterly. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.

Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

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

| Goal 2 (State your science, social studies, and writing goal.): |
| --- |
| Woodford County High School will decrease the Novice rate on the KSA Science test by 20%, from 41% in 2023 to 21% by 2025. |
| Woodford County High School will increase the Proficient/Distinguished rate on the KSA On-Demand Writing test by 20%, from 45% in 2023 to 65% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| --- | --- | --- | --- | --- | --- |
| Objective 1<br><br>Woodford County High School will decrease the Novice rate on the KSA Science test by 20%, from 41% in 2023 to 21% by 2025. | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing,  ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |
| Objective 2<br><br>Woodford County High School will increase the Proficient/Distinguished rate on the KSA On-Demand Writing test by 20%, from 45% in 2023 to 65% by 2025. | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing,  ACCESS Attainment, Earning of | Periodic reminders to students at staff regarding incentives. | N/A |

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

Woodford County High School will decrease the Novice rate on the KSA Science test by 20%, from 41% in 2023 to 21% by 2025.

Woodford County High School will increase the Proficient/Distinguished rate on the KSA On-Demand Writing test by 20%, from 45% in 2023 to 65% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | | Industry Cert on an increasing tend. | Monitored and compared on a yearly basis to see effectiveness of reinforcements. | |

## 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 <br><br> Decrease the novice rate among 10th grade students with an IEP on the KSA Reading test from 67% in 2023 to 45% by 2025 | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment.  Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | KCWP 2: Design and Deliver Instruction | Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Collaborative Setting. | Students evidence academic improvement on Reading Universal Screener. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | | Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Resource Setting. <br><br> Connection of Content Standard, prerequisite understanding and IEP Goal through service delivery | Students evidence academic improvement on Reading Universal Screener. | Ongoing Weekly progress monitoring of IEP goals. <br><br> SPED PLCs on a monthly based to asses scope, sequence, pacing and coherence of planned curriculum. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing,  ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives. <br><br> Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 2<br><br>Decrease the novice rate among 10th grade students with an IEP on the KSA Math test from 67% in 2023 to 45% by 2025 | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment.  Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | KCWP 2: Design and Deliver Instruction | Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Collaborative Setting. | Students evidence academic improvement on Reading Universal Screener. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |
| | | Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Resource Setting.<br><br>Connection of Content Standard, prerequisite understanding and IEP Goal through service delivery | Students evidence academic improvement on Reading Universal Screener. | Ongoing Weekly progress monitoring of IEP goals.<br><br>SPED PLCs on a monthly based to asses scope, sequence, pacing and coherence of planned curriculum. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing,  ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |
| Objective 3<br><br>Decrease the novice rate among 10th grade Hispanic Students on the KSA Math test from 62% in 2023 to 45% by 2025 | KCWP 4: Review, Analyze, Apply Data Results | Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment.  Analyze Common Assessment data to determine | Students evidence academic improvement through planned Tier 1 intervention. | On-going over the course of the year. Department meetings take place on a 2-week rotation. | N/A |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

## 4: English Learner Progress

Goal 4 (State your English Learner goal.):

Woodford County High School will increase English Language Learner Proficiency by increasing the percentage of students scoring positive point values on their WIDA ACCESS test comparison by 21%, from 29% in 2023 to 50% in 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br><br>Woodford County High School will increase English Language Learner Proficiency by increasing the percentage of students scoring positive point values on their WIDA ACCESS test comparison by 21%, from 29% in 2023 to 50% in 2025. | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |
| | | ACCESS Cheerleaders and Positive Note cards to bring school wide awareness to ACCESS testing for ELL students. | Overall increase in ACCESS scores | Monthly follow up during Faculty meeting | N/A |
| | | Implementation of Juntos Club 4-H: A program that helps Latino youth (grades 8 – 12) and their families gain the knowledge and skills they need to bridge the gap between high school and higher education. | Increased parent and guardian precipitation in the educational setting | Monitoring of Family Engagement by ELL Families | |
| | | Establish Seal of Biliteracy program: An award given by a school, school district, county office of education or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. | Students recognize the value of their academic success and see the tangible benefits of being bilingual. | Monthly review of district ELL monitoring document | |
| | | Family Engagement Through Migrant Coordinator | Increased parent and guardian precipitation in the educational setting | Monitoring of Family Engagement for Migrant Students | N/A |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): |
| --- |
| Woodford County High School will increase positive student perception of school climate and culture by increasing positive student responses on the QSCS Survey by 5 points, from a 60.1 in 2023 to a 65.1 by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| --- | --- | --- | --- | --- | --- |
| Objective 1<br><br>Woodford County High School will increase positive student perception of school climate and culture by increasing positive student responses on the QSCS Survey by 5 points, from a 60.1 in 2023 to a 65.1 by 2025. | KCWP 6: Establish Learning Environment and Culture | Formation of PBIS (Gold Standard) Team to align school wide expectations and build on student sense of belonging. | Positive Behavior is celebrated on a monthly basis. Students are able to articulate what being a student at WCHS and meeting "The Gold Standard" means | Monthly Administrative team review | $3,000 SBDM Allocation |
| | | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives.<br><br>Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): |
| --- |
| Woodford County High School will increase its postsecondary readiness rating to 100 by 2025.  In 2023 WCHS achieved a post-secondary rate of 88.5, and a 92.4 with the addition of the high demand indicator. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| --- | --- | --- | --- | --- | --- |
| Objective 1 <br><br> Woodford County High School will increase its postsecondary readiness rating to 100 by 2025 | KCWP 4: Review, Analyze, Apply Data Results | Implement monitoring of student progress toward post-secondary readiness indicators | Students achieving post-secondary readiness standards. <br><br> 100% of students have an identified path to Post-Secondary Readiness based on their ILP | Administrative review on a monthly basis. | N/A |
| | | Employ a Work-Based Learning Coordinator to recruit students | Ongoing Discussions facilitated with students with regards to progress towards Post-Secondary readiness | On-going over the course of the school year. <br><br> Connection with each student prior to scheduling each year. <br><br> Administrative review on a monthly basis. | N/A |
| | KCWP 6: Establish Learning Environment and Culture | Development of a school wide reinforcement structure for assessment effort and performance. | Students achieving KSA P/D, ACT Benchmark, EOP passing,  ACCESS Attainment, Earning of Industry Cert on an increasing tend. | Periodic reminders to students at staff regarding incentives. <br><br> Monitored and compared on a yearly basis to see effectiveness of reinforcements. | N/A |

## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): |
| --- |
| Woodford County HIgh School will increase its 4-year graduation rate from 95.2% in 2023, to 98% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| --- | --- | --- | --- | --- | --- |
| Objective 1<br><br>Woodford County HIgh School will increase its 4-year graduation rate from 95.2% in 2023, to 98% by 2025. | KCWP 5: Classroom Design, Align and Deliver Support Processes | Utilizing the early warning report from Infinite Campus | Early reports will indicate a predictive statistic of 97% graduation rate. | Pull early warning report at the 6, 12, and 18 week grade reports | N/A |
| | KCWP 6: Establishing Learning Culture and Environment | Implementation of BARR Program | Comprehensive method to meet students' academic,    social, and emotional needs. | Course/credit completion data Behavior data | General Fund Title 4 ESSER |

## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 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).

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

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

## Components of Turnaround Leadership Development and Support:

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

**Response:**
Leadership will seek and gain complete understanding in the analysis of TSI status.  This will be crucial for new school leadership preparing for turnaround development. Woodford County High School remains in TSI status for a second year for English Learner plus Monitored (EL+M) students. The EL+M group had an Overall Score of 30.9, which is below the bottom 5% cut score of 40.0 at the high school level. Although the group did make progress from last year (Overall Score of 12.1 in 2022), they were still below the cut for the second year in a row, which for this year, designated them as TSI.
The Overall Score (OS) is what is used to determine any federal classification status. It is composed of data from all available indicators with weights applied. While other groups have multiple indicators, the EL+M students only have data in the EL Progress indicator; therefore, the OS for that group is solely based on the ELP indicator.

In addition, a monthly district-wide EL PLC structure will continue to allow all EL teachers to collaborate, plan, and problem solve as a team.

## Identification of Critical Resources Inequities:

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:**
District level leadership analyzed school based needs.  For the 2023-2024 school year WCHS was staffed with a full time ELL certified teacher, a full time ELL instructional assistant, and a part-time migrant coordinator.  A full ELL classroom was given to the ELL program with expansion space in the connected media center.  Lastly, the ELLevations platform is being used to support all teachers with ELL classroom strategies and supports.

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

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

**Response:**

Student profiles were provided directly to teachers to embed student understanding and connection for every teacher working with an ELL student.  School leadership has assessed behavior and academic data on a monthly basis to gain context of the learning experience for targeted subgroup.  Site-based Decision Making Council has formed an ad-hoc incentive committee, to target school culture and student reinforcement, this committee has evaluated ACCESS data, and is committed to including the ELL subgroup population.

## Targeted Subgroups and Evidence-Based Interventions:

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

**Response:**

**See CSIP Goal #4 - English Language Learner Progress.**

**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.**

## 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. | ☒ |
| Professional Learning Communities | Professional Learning Communities Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf | ☐ |
| High Quality Instructional Resources | Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf | ☐ |
| | | ☐ |
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## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

| **Turnaround Team:** |
|---|
| **Consider:** Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process<br>**Response:** |
| **Identification of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.<br>**Response:** |

## 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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | ☒ |
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